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The Benefits of Applying Cultural Intelligence Concepts to Customer Satisfaction and Team Performance

shown by example of a Chinese telecommunications firm
operating in a European environment

A project and dissertation submitted to Middlesex University in partial
fulfilment of the requirements for the degree of Doctor of Professional Studies

Ralf Kreikamp

D.Prof M00429519

Institute for Work Based Learning

Middlesex University , London, UK

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Glossary / Abbreviations

AAR	After Action Review
BDaC	Business Development across Cultures
BEH-CQ	Behavioural CQ
CASRO	Council of American Survey Research Organisations
CB	Cultural Broker
CDP	Cultural Development Programme
CFA	Confirmatory Factor Analysis
CHN	Chinese Expatriates
CIO	Chief Information Officer
CoC	Code of Conduct
COG-CQ	Cognitive CQ
CQ	Cultural Intelligence
CQS	Cultural Intelligence Scale
CSI	Customer Satisfaction Index
CSS	Customer Satisfaction Survey
CTO	Chief Technology Officer
CVS	Chinese Value Survey
DT NGTV	Deutsche Telekom Next Generation TV – Project 1
EQ	Emotional Intelligence
GCI	Global Competencies Inventory
GLOBE	Global Leadership and Organisational Behaviour Effectiveness
GMI	Global Mindset Inventory
GSI	General Satisfaction Index
H1/H2/H3	Research hypotheses 1-3
HCS	Huawei Climate Survey
ICAPS	Intercultural Adjustment Potential Scale
ICF	International Coaching Federation

ICLS	Intercultural Leadership Survey
IP	Internet Protocol
IQ	Intelligence Quotient / Cognitive Intelligence
KSA	Knowledge, Skills, Attitudes
LCH	Locally hired Chinese employees
LMX	Leader-Member-Exchange
LOC	Local employees
LSI	Leadership Index
L&D	Learning & Development
MC-CQ	Meta-Cognitive CQ
MOT-CQ	Motivational CQ
MPQ	Multicultural Personality Questionnaire
KPN NGBSS	Next Generation Business Support System – Project 5
NPS	Net Promoter Score
PD	Project Director
PDF	Professional Development Foundation
PDI	Power Distance Index
SIMBA	SIMplified BAckbone Aggregation Network (Proximus) – Projects 3 and 4
SIOP	Society for Industrial and Organisational Psychology
SJT	Situational Judgment Test
SOP	Standard Operating Procedure
Stdev	Standard deviation
TCI	Team Collaboration Index
VDF CCS	Vodafone Converged Charging System – Project 2

Abstract

In today's fast changing business environments, people from different national and organisational cultures and mindsets need to collaborate and deliver results. Companies regard cross-cultural competence as highly important but generally do little to develop these competences in their organisations. A variety of intercultural competence models characterise different traits, attitudes and mindsets across cultures and desired capabilities for global managers. Various training programmes try to enhance cross-cultural knowledge and psychometric tests intend to measure the cultural competence. However, research so far has focused on the validation of cultural models on the individual's level. This study expands the view onto team development and the impact in the business environment across companies in a buyer-supplier relationship. Based on the Cultural Intelligence (CQ) concept, the author developed the Business Development across Cultures (BDaC) programme that consists of interventions, processes and measurement tools to validate the effectiveness of the programme on (1) customer satisfaction, (2) team and leadership performance and (3) individual cross-cultural competence development. The programme has been applied in a quasi-experimental design with post and retro-pre surveys and interviews on four projects with Huawei, as a Chinese company operating with their customers in Europe, with 120 participants (65 customers, 55 Huawei employees). The analysis of surveys and interviews show an improvement in all three aspects over a period of six to nine months. Participants of a comparison project, who only joined the surveys without going through the programme, did not report any improvements. The study provides operational procedures for cross-cultural organisational development and team coaching. The role of Cultural Brokers is introduced as team coach and negotiator across cultural groups. This role has been experienced as crucial for team communication and interventions. The study provides first suggestions for applying cultural intelligence concepts to teams to reach high performance in a cross-cultural environment.

1 Project introduction, background and context

1.1 An introduction to the research report

Within this research report I summarise the work and the results of the past 5 years' study on the effectiveness of a cross-cultural business development programme on a supplier's customer satisfaction, its team performance and the staff's cultural competence. This introduction chapter identifies the cultural challenges and opportunities in the industry in general and within my own working environment. It lays the foundation and the motivation for the research study. Chapter 2 describes the objectives of the study leading to the research hypotheses that are going to be explored in the course of this report. In Chapter 3 I first reflect on the relevance of the study in the industry before investigating on the current intercultural models and tools, analysing their suitability for the research study. The aim is to find the right 'ingredients' for composing the business development programme. Chapter 4 faces the methodologies for the study and discusses the quantitative and qualitative parts of the design. The discussion on how the study is to be conducted is picked up in Chapter 5 which deals with the ethical considerations. Objectivity, confidentiality, and neutrality are addressed as well as my own role within the study as a researcher and business insider. The cultural models, methodologies and ethical aspects build the foundation for the project design. Chapter 6 describes the development of the resulting Business Development across Cultures (BDaC) programme and its implementation in four phases from the design of the surveys, their validation, the interventions and the orchestration of the full programme to the first implementation in a pilot project and the further deployment. The results are then analysed in Chapter 7 exploring the research questions and the validity of the hypotheses. Chapter 8 draws the conclusions of the study, its benefits and limitations that provide suggestions for future research and applications. The report is completed with a personal reflection in Chapter 9.

The following Figure 1-1 illustrates the structure of this report. The red marked numbers refer to the corresponding chapters in the report.

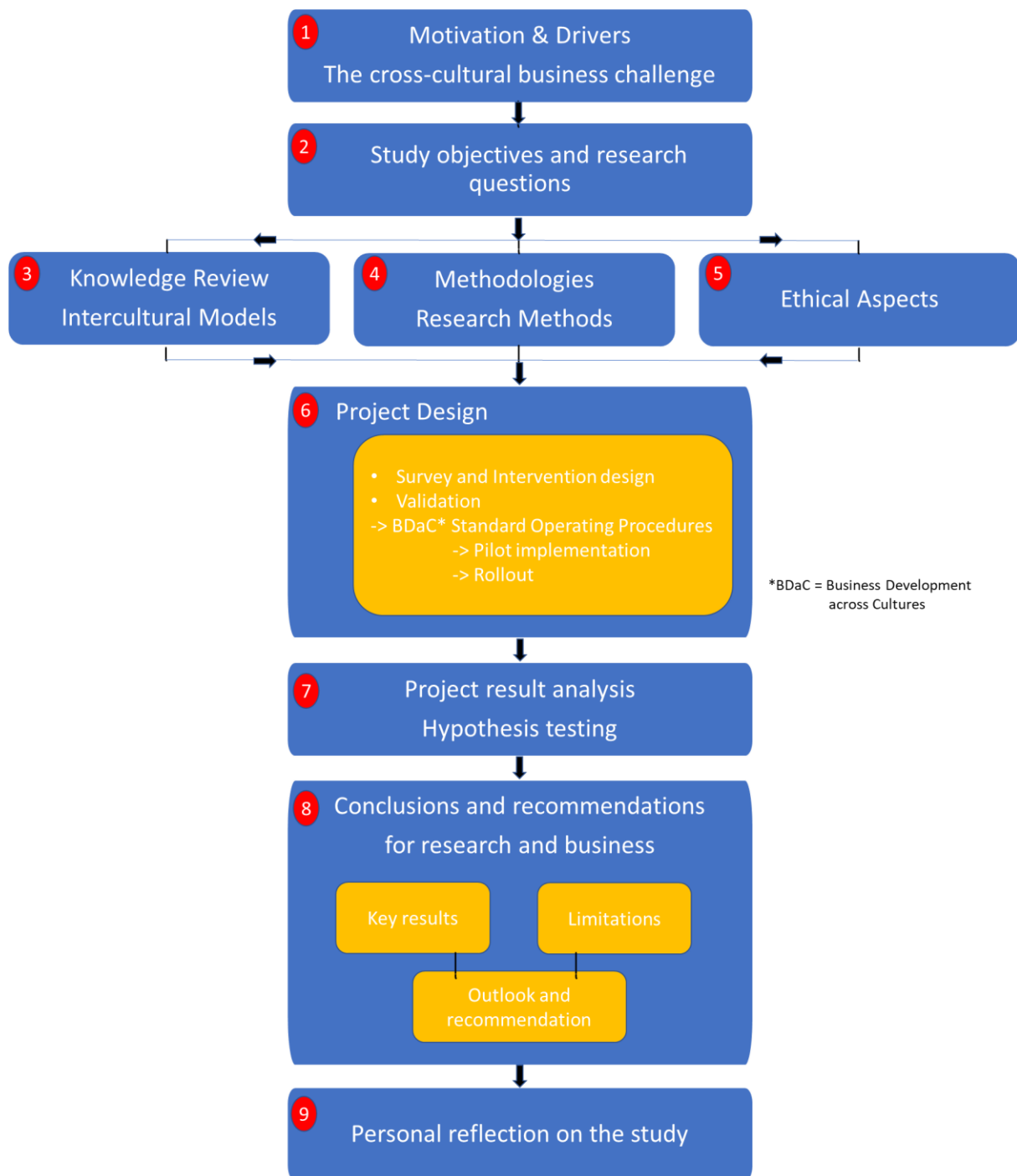


Figure 1-1 Research report structure

1.2 The cultural challenge in the business

With new media technologies entering our private and business environment, the world is moving closer towards a 'Global Village' (McLuhan 1962). The internet and the introduction of cellular networks allow us to connect to almost anyone in the world, from anywhere, at any time. The number of airline passengers grew by 70% over the past ten years (IATA 2017) and broadband networks enable new media technologies like video conferencing, that instantly bring people from all over the world together in a virtual meeting room. Media connections and fast and reliable transportation foster export markets for companies with globally connected work-flows.

This requires internationally operating teams, where people from different countries and cultures work together on a project. New teams are frequently built in different constellations. These high-speed business processes meet long-developed traditions, as people come in with a cultural background that might determine their social needs and impact the way they want to collaborate with others. According to a study of more than one thousand CEOs in 50 countries, a major concern is how to effectively bridge the cultural differences in a globalised workplace (PriceWaterhouseCoopers' 10th Annual Global CEO Survey 2007), which matches my own experiences working within a Chinese company in a European environment.

Huawei is an international Chinese telecommunications company, based in Shenzhen, China, with about 180,000 employees of which about 25% operate in international markets. The company is present in more than 170 countries all over the world. In Western Europe 70% of all overseas employees are locals in terms of not being Chinese. Huawei Technologies has experienced a huge growth over the last number of years. Founded in 1987, the company showed revenue growth of 20%+ year on year over the last few years and has expanded its workforce particularly in the overseas market. Today more than 55% of revenue is generated from markets outside of China.

The immense growth and success came with challenges on the organisational setup, particularly within the local markets. Huawei had to send Chinese management to the regions where they had not worked in these markets and cultural environments before. Today, the company's expatriates get a general intercultural training before moving abroad. This is not in any way specific for the region or the country they will operate in. When I met the Learning & Development department team at the Huawei headquarters in Shenzhen they confirmed their need for criteria around intercultural skills when selecting people for the overseas job. So far, managers are primarily selected based on their business performance in terms of success in their functional areas (Sales, R&D, Marketing, etc.). Within Western Europe the company's work force grew from 2,500 in 2005 to more than 10,000 in 2017. The company needed local employees with knowledge of the market and their customers. This, apart from expertise in their functional areas, became the key criteria

within the recruiting process. So far, a cultural fit is only tested in a few cases, depending on the individual HR or functional manager. A formal or standardised approach in checking intercultural skills and fit to the company's culture during the hiring process would be beneficial for the company and for the candidates.

The company faces challenges in integrating new local employees into their corporate culture which is largely determined by its origin in China. A larger number of local employees leave the company within the first two years of employment. When asked for the key reasons for their decision, the responses show lack of communication and leadership issues at the top of the ranking. In exit interviews they point out cultural differences, problems with their line manager on treatment, empowerment and trust, and unmet expectations as key reasons for leaving the company. Huawei is attractive for engineers in the telecommunications industry as it is one of the few larger manufacturers that is still growing in Europe and hiring personnel (status summer 2017). From my own experience in interviewing around two hundred candidates over the past nine years, this has turned out to be a key motivator: finding an income within a growing company. Most candidates neglected the cultural differences and very few embraced them as a reason to join the company. I can confirm the feedback from the HR manager in China for the hiring process in Europe: in most interviews where I participated to support the line manager, the cultural fit was not reviewed in the evaluation. The direct cost for each local employee leaving ranges between a half year and a full year's salary, considering hiring cost through consultants, internal administration, and all kinds of training in the introduction phase to get ready for the new job. This is now lost to the company. The impact on customer projects and on the business is even higher as employees can practically leave immediately due to contracts with short exit notice. The recruitment process for replacements takes quite a long time. Frequent changes of local employees therefore jeopardise running projects and delivery milestones.

Over time the company's reputation has been impacted, as in public this frequent change of personnel is interpreted as an indicator of bad working conditions. From my own experience, the company's working conditions in Europe are in fact competitive to other companies in the industry, particularly as Huawei offers a relatively secure job. However, reflections from exit interviews with people who left the company show that quite often expectations have not been met and the issues are almost always connected with cultural gaps in the understanding of leadership and communication between the Chinese management and the employee.

Huawei has a special focus on customer relationship management. This aspect of being positively different has helped Huawei develop their relationship with their customer. The customer-oriented approach, together with good quality, innovation and price competitiveness has allowed Huawei now become the largest telecommunication company worldwide. 'Being different' has been perceived positively by customers in the entering phase (source: personal interviews). This might indicate an excitement for experiencing

something new on the customer side, once the basic level of trust has been established. However, once contracts were signed and the business was established, that perception started to change when not everything went right in programme execution and delivery. The different culture now left the impression of a company that was difficult to work with. The avoidance of saying 'no' and keeping project plans up to the last moment before admitting delays created confusion. Customer expectations show the requirement to develop from a supplier towards a partner. Partnership requires a good understanding about what the other needs and an open and trustful communication. It requires an understanding and adaptation of cultural values. The Huawei management focuses more and more on establishing partnership relations. This research study and the associated business projects can be seen as one element of this partnership initiative.

1.3 The challenges and the potential of intercultural operating organisations, teams and individuals

Cultural diversity is a challenge for today's global acting companies. It can be structured on three levels: The organisational level looking at the business performance, the team performance and leadership, and the individual cultural adaptation and behaviour.

Organisational and Business Performance

One indication of the successful cultural integration of different companies is the business performance of cross-boundary mergers and acquisitions (M&A). Gianasso (2011) refers to studies showing that 70% of cross-boundary business ventures fail, due to cultural differences. Deutsch and West (2010) report similar failure rates in the McKinsey studies; they analysed the reason in interviewing 86 executives. 92% responded that their past mergers would have substantially benefitted from greater cultural understanding prior to the merger. They stated lack of understanding of both cultures and poor leadership as main hurdles for the integration. In my former role as technology strategy director at Vodafone Group, I was part of the management team that formed the global organisation out of individual local operating companies, after Vodafone had taken over other players that were shareholders in these markets. The strategy was to build an organisation that delivered better results and higher efficiencies than the sum of its individual local operations had done before. It turned out that the key challenge was less on technology and business strategy alignment but more on the cross-cultural integration of the local teams into a global organisation. Local processes and the way of working were fostered in the local organisations creating a national identity against headquarter decisions and guidelines.

Team Performance and Leadership

The McKinsey study points out the leadership challenges that come with cross-cultural integration of teams. Some leadership styles are quite universal and valid across different cultural groups (Ofori and Toor 2009; Mendenhall and Bird 2013). However, studies on cross-cultural leadership effectiveness with leaders from an Asian, collective society show disparities to Western leadership styles. Whereas autonomy, full empowerment, and interpersonal communication are considered as key success factors for leaders in a Western environment, the capability of leading with heart, building cohesion and harmony of teamwork are crucial for leaders in an Eastern society (Hsiu-Ching 2015). The Leader-Member Exchange (LMX) theory looks into team members' attitude and behaviour as a response to leader treatment (Liden, et al. 1997). It suggests a direct relationship between leadership behaviour and team performance. Rockstuhl, et al. (2012) conducted a meta-analysis of LMX in 23 countries and their relevance across different cultures. It shows that team members in a horizontal-individualistic (e.g. Western) context (Triandis and Gelfand 1998) are more sensitive to leaders' treatment, and personal relationships and liking have more influence on how a team member responds to authority (Dickson, et al. 2003). For transformation and change the leader needs to gain the member's trust. By contrast, for vertical-collectivistic (e.g. Eastern) cultures the roles are more important to the relationships (Dickson, et al. 2003). The members follow the leaders due to role-based loyalty (Jiang and Cheng 2008). The leader – team member relationship becomes less important for the members' willingness to follow the leader. Beside a general sensitivity of how members are treated by their leaders, the members' responses in an Asian environment may also be influenced by the collective interests and authorisation through the leader's role (Rockstuhl, et al. 2012). This different attitude and expectation in leadership behaviour might particularly create conflict when the two cultural groups meet each other in LMX relationships, i.e. for Chinese leaders operating with members from Western countries and vice versa. From my work at Vodafone Group and in my current role at Huawei I experience that a motivating and cross-cultural integrative leadership style and team management are essential for a successful innovative company. This impression is supported in studies from the Global Leadership and Organizational Behaviour Effectiveness (GLOBE) project showing that inspiring transformational leaders make a strong impact in both, Eastern and Western, cultural environments (Javidan, et al. 2006).

Individual Cultural Adaptation and Behaviour

As a Chinese company operating in Europe, Huawei faces the challenge to balance between cultural identity and values that are regarded as the key factors for the business success on the one side, and cultural adaptation on the other. Shi and Wang (2014) identified three major difficulties for Chinese business expatriates in the cross-cultural adaptation: poor

adaptability of business communication, language barriers and heavy pressure from work duties. The findings of this research study confirm these challenges and the impact on the business performance (see Chapter 7).

Cultural diversity remains a challenge for today's global acting companies. However, if managed well, diverse teams compared to homogeneous teams are more creative, more effective in communication and escalation, generate more and better alternatives and perform better on complex decision-making tasks (Maznevski and Chudoba 2000). Managers thinking about their cultural assumptions are more likely than others to develop affect-based trust in their relationship with people from other cultures, enabling creative collaboration (Chua, et al. 2012).

1.4 The initiation of the research study

In 2013 I developed together with Peter Hijenaar, a Dutch colleague responsible for Learning & Development at Huawei in Western Europe, a seminar on Intercultural Management & Communication, where we created awareness for the cultural differences and discussed their case studies with the participants. We analysed them based on cultural dimensions (Hofstede 2010). We had 12-14 participants in each seminar with parity between Chinese and locals. The five seminars that we held showed high interest and engagement from both groups, as well as a confirmation of patterns that we previously saw in the exit interviews (for the role of exit interviews see Chapter 6.2): communication, trust, empowerment as the key values and factors for a successful co-operation. Communication and trust were highlighted by both cultural groups, whereas more empowerment in taking own decisions was a key issue for Western participants. This might have been because of their cultural background resonating with the findings of the different scholars on cultural similarities and disparities (Ofor and Toor 2009; Mendenhall and Bird 2013; Hsiu-Ching 2015), amplified through the fact that in most cases their leader was a Chinese expatriate manager who practiced a more directive leadership style that can be described as coercive or pace-setting (Goleman 2000).

The overall feedback on the seminars has been very positive. It created a stronger awareness by both cultural groups on cultural traits and the collective programming of the mind (Hofstede 2010). However, it also demonstrated that the key business challenges and performance barriers did not just arise between the different nationalities, but were perceived also as coming from different employment status. Local Chinese, i.e. employees who were born in China and lived there during childhood before coming over to Europe for their studies and who were hired on a local contract faced quite similar issues to the local Western employees.

I experienced that the intercultural model by Hofstede is good to create awareness but lacks the individual characteristics of the person. Actually, when using the model, participants in the seminar tended to stereotype and cluster people according to nationalities. Chapter 3.2.2 contains a further critical analysis of the Hofstede model as well as of others.

Two questions came up in the seminars that correlate with the objectives of the research study

- How do we measure effectiveness of intercultural trainings and initiatives on business results?
- How can we use knowledge on intercultural diversity when composing teams or selecting candidates?

The first question resulted from a dialogue with workshop participants and with expatriate and local managers. When asked the question whether cross-cultural team collaboration and leadership skills are important for the company, all respondents affirmed. However, workshop participants as well as managers from both cultural backgrounds stated discrepancies between the desired and the actual situation. This might ask for more cross-cultural trainings to enhance knowledge and awareness, and ask for change in behaviour. However, different research studies on the effectiveness of trainings suggest that trainings account for only about 10% improvements, maximum 20% if they are facilitated towards action taking. About 20% improvements come from coaching and mentoring after the training and the largest portion of about 70% is gained from direct experiences on the job in applying training knowledge to events that occur in daily business (DeRue and Wellman 2009; McCall 2004; Mc Cauley, et al. 1994; Robinson and Wick 1992). The feedback from workshop participants has been quite similar. People confirmed the usefulness of the workshop, but questioned as to how this initiative got embedded in their daily work and what actions would be taken after the seminar to bridge the cultural gap and to improve the teams' performance. It could also be noted that the interest and engagement of local employees was on average greater than the expatriates', which could be explained with the role-based LMX relationship as discussed in the previous chapter. Another reason might be that the expatriate manager only stays in the country for a limited period, in the Huawei case usually 3 to 4 years, with the aim to optimise his/her results to move on to the next position. He or she might not be that interested in developing further team relationships for long term business development (Juhl and Fuglsig 2009).

Another question in the dialogue with participants and managers was the organisation's motivation to promote intercultural competence and team collaboration. The ultimate goal of a profit-driven company is to maximise the business result. Any initiative that contributes to the business performance might get higher attention from the management. Their directions might motivate team members coming from a high-power distance cultural

background and in particular expatriates who are task-based oriented followers. Studies show that profitability and customer satisfaction are positively correlated in Western (Anderson, et al. 1994) and in Eastern/Chinese (Zhang and Pan 2009) business environments. An enhanced customer satisfaction should therefore be a good indication for an improved business performance. I chose customer satisfaction as the target parameter to measure the effectiveness of the interventions.

In summary, the insights from the Intercultural Communication & Management seminars and the discussions which followed resulted in the following conclusions for the design of the research project:

- (1) Any interventions such as trainings or workshops should be embedded in a programme that initiates actions, and monitors and measures the results over a period of time.
- (2) The programme needs to be sponsored and supported by the management.
- (3) Measurement of customer satisfaction indicates the impact on the business results and the effectiveness of the programme.
- (4) Analysis and measurement of team collaboration and leadership performance provides insights on the performance of the team and its members.

I discussed the objectives and the methodology with the headquarters HR departments in Shenzhen. The headquarters HR management has been very interested in the outcome of the project. They had just developed a course on cultural behaviour for their Chinese employees and we agreed to exchange the material of the current trainings and work together in the future. We particularly agreed that the validation of a positive business impact would provide tail wind for the acceptance of the programme within Huawei. The further results of the programme have been validated within the company with HR and the respective account and marketing departments.

In order to strengthen the relevance on the business impact I suggested including customers in the programme, not only for measuring their satisfaction, but also to actively engage them in the programme, learn about the Huawei culture, share about their own culture, and solve critical incidents that result from cultural differences or misunderstandings jointly together. This formed the basis for the Business Development across Cultures (BDaC) programme which became the tool for this study for interventions and the measurement of their effectiveness.

2 Objectives of the study and the research questions

During the preparation work of the research project I agreed on a common understanding with the Huawei management that cultural diversity and how this is managed might have a large impact on the business results. Culturally diverse teams outperform uniform teams when managed well (e.g. Maznevski and Chudoba 2000) but can lead to inefficiency and underperformance where cultural adaptation and integration fail (Lewis 2006). Adaptation is necessary for all three groups, the non-Chinese, locally hired employees (LOC), the Chinese, locally hired (LCH) and the expatriates from China (CHN). Investigations on expatriation show manager failure rates of up to 70% mostly due to lack of cultural integration (Borstoff, et al. 2007; Forster 1997; Lorange 2003), going with costs of such a failed assignment estimated at five to ten times the cost for a local hire (Carraher 2005). In this context it is the purpose of the study to work on three levels:

- The company and organisational level in improving the business results
- The team level in improving the team collaboration and leadership skills
- The individual level in improving the person's cultural competence

Participants of the study join a programme that applies intercultural intelligence concepts and interventions over a period of time with the measurement of results at the end of the programme. All activities in the research study are subsumed in the Business Development across Cultures (BDaC) programme. The research study analyses the effectiveness of the BDaC programme on the three levels (Figure 2-1).

Definition: The Business Development across Cultures (BDaC) programme develops cultural intelligence across company cultures through a defined set of interventions, processes, and measurements.

The study intends to explore the following hypotheses:

H1: The BDaC programme results in higher customer satisfaction and business performance

H2: The BDaC programme results in higher team satisfaction and performance

Team satisfaction and customer satisfaction are positively correlated in the BDaC programme

H3: The BDaC programme develops the individual's cultural intelligence

The design of the BDaC programme and its measurements is further discussed in Chapter 6.

Business Development across Cultures

Organizational level

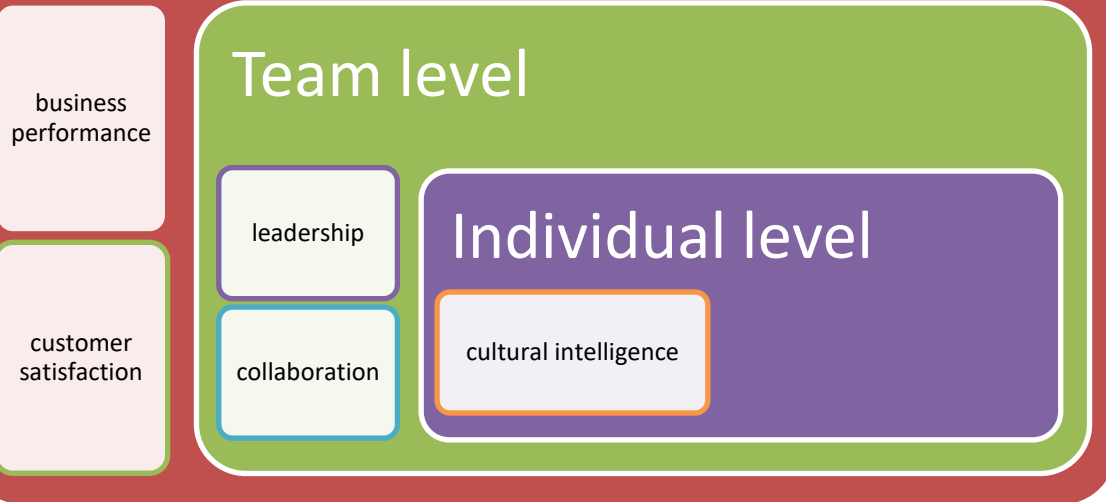


Figure 2-1 Three level model for the Business Development across Cultures (BDaC) programme

The result of exploring H1 is regarded as crucial to convince an organisation's management team on the benefits of cross-cultural programmes. The BDaC programme works across companies and is applied to a buyer-supplier relationship. The business result is evaluated through customer satisfaction measurements. Cross-cultural learning and development happens on a team and individual level for both groups, supplier and buyer, as they are both engaged in the interventions and the initiated processes and measurements.

The result of exploring H2 would show the positive impact of the BDaC programme on the team collaboration and its effectiveness, as well as recognised better leadership behaviour. If this leads in conjunction with H1 to higher customer satisfaction and better business results, it can be expected that the organisation's management raises the attention on cross-cultural team collaboration and leadership skills and the traits and attitudes that promote these skills.

While the effectiveness of training on cultural competence has already been proven in diverse studies (Littrell, et al. 2006; Fischer 2006; Rehg, et al. 2012) the particular impact of the BDaC programme, which goes beyond training, is investigated in H3.

The analysis of H2 and H3 provides insights in intercultural competencies for team and leadership development. The research project aims to find suggestions on how to develop people and organisations towards higher performance and which criteria to apply for setting up project teams across China and Europe.

Beyond the investigation of the above hypotheses and suggestions on the key questions, the study can contribute to the selection of candidates for an intercultural assignment, in particular how to assess new local candidates on their cultural fit before joining the company and how to select Chinese expatriates for working in Western Europe.

The last item requires an expansion of the research study from Western Europe towards China and the deep involvement of the Global Huawei organisation with its 180,000 employees. This should be seen as an outlook beyond the research study. However, I engaged the headquarters' departments during the research study to set the ground for the later expansion. Considerable research has been conducted on expatriate adjustment and training (see Chapter 3.1, as well as Littrell, et al. 2006; Wood and Mansour 2009). These studies as well as the outcomes of this project can build the basis for future work on Chinese expatriate selection for working in Western Europe. My intention is to contribute with this work to the organisational development of the company from a Chinese employer towards a global player, where internationality is reflected in its cultural understanding and behaviour. Once successful in Western Europe the BDaC programme might be implemented in other regions. Furthermore, Huawei can be regarded as protagonist for Chinese companies doing business in Europe. More and more Chinese companies are enlarging their footprint in Europe, in expanding their existing business or in acquiring European firms. An analysis by the international law firm Clifford Chance shows Chinese cross-border M&A in Europe up 223% by value in 2016 compared to the previous year (Norman, et al. 2016). These companies might face similar challenges in cross-cultural business engagements. The results of the research study might help to manage these challenges.

The BDaC programme consists of interventions, process descriptions and qualitative and quantitative measurements. While the programme is novel and has been designed as part of this research study, it should build on proven models and methodologies that have been validated in research and in practical use. The workshops and other interventions are based on cross-cultural models. Chapter 3 contains a review of some of the key models and their mindsets and a discussion of their use in the BDaC programme. Chapter 4 looks into the research approach and the methodologies to perform the studies and to evaluate the measurements and assess the results.

3 Review of knowledge and information

3.1 *The relevance of the research topics for the industry*

The first question to investigate when starting with the research study relates to the relevance of the subject. The study investigates cross-cultural impact on different levels as pointed out in Figure 2.1. On the organisational level it measures the development of the customer satisfaction. Former research studies show that trust, communication, and commitment are important in a buyer-supplier relationship (Whipple, et al. 2010; Rodrigues, et al. 2006). This resonates with my own experiences and with the feedback that I collected within the projects from the buyer and the supplier side. Mehta, et al. (2006) point out the importance of congruence in trust, communication, and commitment in such a relationship to meet the partner's expectations. Furthermore, they found out that these three factors are impacted by cultural differences. From these studies and from my own experience we may expect that cultural differences have an impact on the customer satisfaction. As high customer satisfaction is one of the primary goals for every business we may conclude that an evaluation of the relevant factors and a programme to improve these factors will get high attention in the industry.

The second and third level of the BDaC programme addresses the team collaboration, the leadership performance, and the individual cultural competence. The Huawei HR management recognises the importance of intercultural competence and the need to develop criteria for selecting and hiring employees for diverse cultural teams.

How is this reflected in other companies? Could the research results be of interest and benefit for a larger group of companies? How does this study get embedded in the research field on cross-cultural organisational, team, leader and personal development?

In 2012 Booz Allen Hamilton and Ipsos Public Affair conducted together with the British Council a survey of HR managers of 367 large employers in nine countries around the globe including China and the UK on the value of intercultural skills at the workplace (British Council 2013).

The employers highlight as important intercultural skills

- Ability to understand different cultural contexts and viewpoints
- Demonstrating respect for others
- Knowledge of a foreign language

And as expected benefits for the organisation

- Bring in new clients
- Work with diverse teams
- Support a good brand and reputation for their organisation

The research draws the conclusion that 'employers would benefit from formalising and improving the ways in which job candidates' intercultural skills are assessed through the recruitment process.' While employers generally value intercultural skills, they do not screen them in the recruitment process, which is similar to my findings at Huawei. This study also shows that under the nine countries the recognition of the importance of intercultural skills is lowest in China.

Joyce Osland (2008) conducted an extensive review of the literature on global leadership and concluded that effectiveness and selection criteria have received little attention. Caligiuri and Tarique (2012) highlight that developing global leaders was regarded as one of the least effective capabilities by over 700 chief HR executives at IBM in a study conducted in 2010.

Kraimer, et al. (2001) determined that expatriates who are well adjusted and interact well with host nationals receive high performance ratings from supervisors on task and contextual performance. However, studies on expatriate performance management also show that less importance is laid on training and coaching of expatriates in highly internationalised firms (Fee, et al. 2011).

Summarising we can record a stated high importance on cross cultural competencies of leaders and team members in the industry. At the same time there is little attention laid on developing these skills and in selecting the candidates that entail these skill sets. This might be partly because the tools and methods are missing or not known how to develop these skillsets and how to measure them. This research study suggests interventions, trainings, methodologies and measurement analysis that develop cross-cultural competencies for individuals, for team leaders and the teams, and for organisations. Another reason why cross-cultural development programmes have not yet been implemented widely comes from a missing motivation and a lack of acceptance on the importance for the business. Cross-cultural competence development has so far rarely been brought into relation with business success. This study provides suggestions how the BDaC programme in the study develops teams, leaders and individuals towards better performance that results in higher customer satisfaction and better relationships.

Next I am going to analyse some of the most prominent cultural models and their usefulness for the study. This is not meant to be a judgment on their validity or a ranking on their performance, but an analysis on how they become useful for the BDaC programme. For applying in the BDaC programme the models should fulfil the following criteria:

The models should provide knowledge and understanding to the participants in providing a description and interpretation of cultural habits and suggestions for solutions when they are applied to critical incidents. The concepts should give a 'recipe' on how to conduct a business development programme so that it delivers the expected success. It should have been validated with its dimensions and elements through factor analysis and should have demonstrated its effectiveness when applied to business incidents. The basic thinking is that a cross-cultural concept that has been validated through research might also show its effectiveness as part of the business development programme. Moreover, the components of the model have to be teachable. The concept, its dimensions and implications should be easy to understand by participants that do not have a cross-cultural research background.

In the following, different models and concepts are analysed on their suitability for the business development programme.

3.2 Analysis of Intercultural models

3.2.1 General overview

A number of cultural models have been developed over the past number of years that can be broadly categorised into those that classify cultural groups and those that evaluate intercultural competencies, which can be further classified as trait, attitude and worldview models or capability models or mixed models of a combination (Leung, et al. 2013). This chapter analyses some of the best known and researched models from both categories on their essential characteristics, their validity and suitability for the BDaC programme.

3.2.2 Cultural Group models

The cultural group models intend to work out cultural dimensions which describe preferences in mindset and behaviour of a group of people that are usually tied together by nationality. They are easy to teach and to understand as they abstract, simplify and structure the complex personality of people. However, this strength comes with inherited danger to stereotype people's behaviour and evokes a collective view on a group of people that are in fact quite heterogeneous. This section looks at some of the best known cultural group models and discusses their value for the programme. It starts with an analysis of the

Hofstede model, followed by Edward T. Hall's classification, adding aspects from Trompenaars/Hampden-Turner and from the GLOBE study, then turns to the Lewis Model, and the Culture Map by Erin Meyer.

The Hofstede model – analysis and practical experience

Probably the best-known research work in the field of intercultural management has been undertaken by Geert Hofstede, commencing in 1980, with updates in 1991 and 2010 (Hofstede 2010). The original study comprised 116,000 questionnaires, from which over 60,000 people responded from over 50 countries. Hofstede conducted the survey within IBM where he worked at that time. He identified four bipolar dimensions – Power Distance; Individualism/Collectivism; Uncertainty Avoidance; Masculinity/Femininity. The work was later complemented by more data and two more dimensions: Long Term Orientation derived from Michael Bond's Chinese Value Survey (CVS) (Hofstede and Bond 1988) and Indulgence/Restraint by Minkov (2007), resulting in today's 6-dimensional model.

Power Distance

Power Distance is the extent to which the less powerful members of a society expect and accept that power is distributed unequally. A high power distance society believes in strict authority and hierarchy and shows low egalitarianism. Less powerful citizens of such societies tend to accept this unequal power distribution. A low power distance society emphasises egalitarianism and shared power. Most Asian countries and in particular China fall in Hofstede's country categorisation into the high power distance cluster. What is regarded by Western cultures as dictatorship might be an accepted leader behaviour and relationship in the Eastern world.

Confucian principles describe the trustful relationship between superior and inferior, between father and son, between teacher and student, between leader and subordinate. The leader shares his knowledge and wisdom with the subordinate and takes care of his development. The subordinate in return follows the leader and obeys his instructions. This relationship is well understood and works within cultures that follow these principles. However, within cross-cultural business relationships these principles might cause irritation and conflict.

Individualism

In individualistic cultures people look after themselves and their immediate family only. In collectivistic cultures people belong to in-groups (families, clans or organisations) who look after them in exchange for loyalty. Strong individualism is highly correlated with a low power index and vice versa (Hofstede 2010).

Masculinity

This dimension characterises societies that exhibit traditionally masculine attributes like achievement, competitiveness and success. In contrast the dominant values in a feminine typed society are caring for others, cooperation and quality of life. 'Work to Live' is a principle for a feminine society.

Uncertainty Avoidance

This dimension describes the extent to which people feel threatened by ambiguous situations and have created beliefs and institutions that try to avoid these. The opposite would be a culture of risk taking, ambiguity and limited structure.

Long Term Evolution

Long term evolution characterises the extent to which a society exhibits a pragmatic future-oriented perspective rather than a conventional historical or short-term point of view.

Indulgence

Indulgent societies have a tendency to allow relatively free gratification and natural human desires related to enjoying life and having fun. Restraint societies remain of the conviction that such gratification needs to be curbed and regulated by strict social norms. Business is taken seriously.

Hofstede's model can be seen as the reference in intercultural management as it was ground-breaking at the time it was published. It has been discussed controversially over the years (Jones 2007). I used Hofstede's model in the 2012/13 intercultural trainings to introduce the topic to the participants. From applying the model in the training I see its strength in the following points:

- It is well structured in six dimensions with country scales of about 0-100 for each dimension
- It resonates with rationale-oriented thinking people, like engineers who only believe what they can measure in numbers

I perceive the Hofstede model as a good basis for a critical discussion on the topic, for creating awareness of cultural differences and their implications and for self-reflection if it is facilitated well in the training.

Arguments against the model include:

- The data samples: the original data is based on IBM. The employees may have a certain background, status, social group belonging in common. It is questionable whether this can be extrapolated to countries.

- The assumed homogeneity: countries are in any case not homogeneous in their structure (minorities, regional differences) – the model strictly classifies on country level.
- The age of data: some data was collected 30 years ago. Hofstede argues that culture will not change overnight. However, in discussions with younger and older Chinese participants in the training they expressed a significant change in their value on individualism and power distance within ten years.
- the relevance and methodology: A survey might not be the best instrument for determining and measuring cultural disparity, especially when the variable being measured is a value which is culturally sensitive and subjective (Schwartz 1999).

I used the Hofstede model as a reference in the intercultural discussions at Huawei as it is well known and generally accepted within companies. It is also known and used by the headquarters' departments, which gives us a common language for the communication about the subject. However, the first seminars confirmed my impression that the model is too static in categorising people according to their nationality. Without explanation and respective facilitation of the seminar the model can lead to stereotyping. It might create awareness but not necessarily adaptation and cultural sensitivity as it does not provide guidance on how to bridge the cultural gap. The fast socio-economic development in China might also have an impact on the cultural values. From my initial interviews with Chinese employees I concluded that any data or information on China that is older than ten years could hardly be used for the research study.

Edward T. Hall's cultural factors

The American anthropologist and cross-cultural researcher Edward T. Hall developed and published his work on cultural factors in the 1960s to 1980s in several books. It covers the dimensions of context, time and space.

Context

Context can be defined as the array of stimuli surrounding a communication event, including body gestures, tone of voice, physical distance between interlocutors, time of day, weather situation, societal norms, geographic place of communication, and other external factors (Hall 1976).

High Context: In a high context culture there are many contextual elements that help people to understand the rules. As a result, much is taken for granted and is not expected to be explained any further. The primary purpose of communication is to form and develop relationships.

Low Context: In a low-context culture, very little is taken for granted. Whilst this means that more explanation is needed, it also means there is less chance of misunderstanding particularly when the communicators do not know each other well. The primary purpose of communication is the exchange of information, facts and opinions.

Communication challenges can be expected if interlocutors come from different context cultures. The Chinese culture is pre-dominantly of high-context with much nonverbal communication and in-group relationship building, whereas most Western cultures tend to be low-context in focusing on verbal communication and explicit messages.

Time

Hall (1983) distinguishes between Monochronic and Polychronic time. Monochronic cultures do one thing at a time. This assumes a careful planning and scheduling and is a familiar Western approach that is articulated in disciplines like time management. In polychronic cultures human interaction is valued over time and material things, leading to a lesser concern for 'getting things done'.

Space

Hall (1966) studied the zones of interpersonal interaction, which he called Proxemics, and their relationship to cultures. People have a need for space and other persons encroaching upon that are seen as a threat. High territoriality comes with a greater concern of ownership whereas low territoriality allows for greater vicinity and more sharing of goods.

The Trompenaars/Hampden-Turner model

Management consultants Fons Trompenaars and Charles Hampden-Turner interviewed in questionnaires more than 46,000 managers across 40 countries on cultural habits, preferences and behaviour. Based on this they developed a model with seven dimensions (Trompenaars and Hampden-Turner 1997) that categorise preferences that they discovered across cultures. As they state in the preface of their book 'Riding the waves of culture' the model builds on Hofstede's work and intends to develop this further. Like Hofstede, they not only described the dimensions but also categorised countries and mapped them on the cultural dimensions.

Universalism versus Particularism asks whether rules or relationships are more important. This dimension shows similarities with Hall's High/Low-context.

Individualism versus Communitarianism puts the individual creativity against the team work. There are similarities with Hofstede's Individualism.

The *Specific versus Diffuse* dimension characterises how separate we keep our private and working lives. According to the model, specific cultures keep work and personal life separate and believe that relationships don't have much impact on work context, whereas diffuse cultures build on good relationships. The dimension shows some parallels to Hall's Context.

The *Neutral versus Affective* aspect describes how people display their emotions. Neutral stands for a control of emotions, where people don't reveal what they are thinking or how they are feeling. Affective cultures would encourage people to show emotions to build trust and communicate their objectives.

Achievement versus Ascription looks into the importance of status and whether people have to prove themselves to receive status or whether it is given to them. The former stands for an egalitarian society and the latter for a hierarchical. This dimension contains elements of Hofstede's Power Distance.

The *Sequential Time versus Synchronous Time orientation* dimension shows similar characteristics to Hall's monochronic/polychronic definition.

The *Internal/push versus External/pull* direction should describe people's relationship to their environment. People with an internal direction believe that they can control nature and their environment, which also includes their work and how they deal with teams and organisations. The external direction describes people who believe that they are controlled by their environment. Consequently they avoid conflict and often need reassurance on their job performance.

The Trompenaars/Hampden-Turner model shows similarities to Hofstede's not only in its dimensions but also in the methodology in building on manager interviews and the

interpretation of results in displaying countries on a dimension scale. Therefore, similar critics can be applied to both models.

The GLOBE study – on culture and leader effectiveness

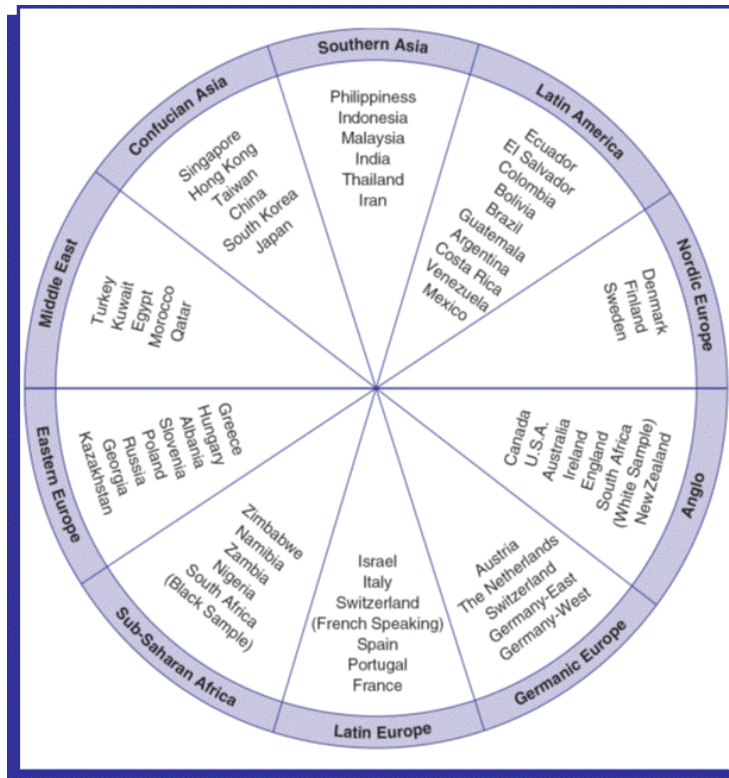
The ‘Global Leadership and Organizational Behavior Effectiveness’ (GLOBE) research programme was conceived in 1991 by Robert J. House. In 2004 the first edition on ‘Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies’ (House, et al. 2004) was published, based on results from over 17.000 managers from 951 organisations across industries. A second volume ‘Culture and Leadership across the World: The GLOBE book of in-depth studies of 25 societies’ in 2007 focused on leadership theory and behaviour in the different cultures (Chokar, et al. 2007).

Based on the work of Hofstede (see above) as well as findings from Schwartz (1994), Smith and Peterson (1995) and Inglehart (1997), GLOBE identified nine cultural dimensions to describe similarities and differences in norms, values, beliefs and behaviour.

Power Distance	The degree to which members of a collective expect power to be distributed equally.
Uncertainty Avoidance	The extent to which a society, organisation, or group relies on social norms, rules and procedures to alleviate unpredictability of future events.
Humane Orientation	The degree to which a collective encourages and rewards individuals for being fair, altruistic, generous, caring, and kind to others.
Collectivism I: (Institutional)	The degree to which organisational and societal institutional practices encourage and reward collective distribution of resources and collective action.
Collectivism II (In-Group)	The degree to which individuals express pride, loyalty, and cohesiveness in their organisations or families.
Assertiveness	The degree to which individuals are assertive, confrontational, and aggressive in their relationship with others.
Gender Egalitarianism	The degree to which a collective minimises gender inequality
Future Orientation	The extent to which individuals engage in future-oriented behaviours such as delaying gratification, planning, and investing in the future

Performance Orientation

The degree to which a collective encourages and rewards group members for performance improvement and excellence.



GLOBE then clustered the different countries according to their similarities and dissimilarities and positioned similar groups next to each other and dissimilar opposite (Figure 3-1)

As example, the Germanic Europe cluster is quite similar to the Anglo cluster and dissimilar to the Confucian Asian cluster.

Figure 3-1 Culture Clusters in the GLOBE study, adapted from House et al. (2004)

Furthermore GLOBE analysed 112 leadership characteristics based on a provided definition of an outstanding leader as a person in an organisation or industry who is 'exceptionally skilled at motivating, influencing, or enabling you, others, or groups to contribute to the success of the organisation or task'. With the responses they first generated 21 leadership scales which were then statistically and conceptually reduced to six leader styles:

The *charismatic/value based style* stresses high standards, decisiveness, and innovation; it seeks to inspire people around a vision; creates a passion among them to perform, and does so by firmly holding on to core values.

The *team-oriented style* instils pride, loyalty, and collaboration among organisational members. It highly values team cohesiveness and a common purpose or goals.

The *participative style* encourages input from others in decision-making and implementation, and emphasises delegation and equality.

The *humane style* stresses compassion and generosity. It is patient, supportive, and concerned with the well-being of the others.

The *self-protective style* emphasises procedural, status-conscious, and 'face saving' behaviours. It focuses on the safety and security of the individual and the group. This style includes the facets of self-centred, status-conscious, conflict inducer, face saver, and procedural.

The *autonomous style* is characterised by an independent, individualistic, and self-centric approach to leadership.

The study mapped the leadership styles to the different cultural clusters to show the relative importance of a style for each of the clusters. Furthermore GLOBE took the leadership characteristics and grouped them in what they called universally and culturally contingent leadership characteristics. Based on the relevance of the styles for the cultural clusters they identified 22 universally desirable characteristics, like being trustworthy, honest, dynamic, 8 universally undesirable characteristics, like being asocial, egocentric, ruthless, and 35 leader characteristics that are culturally contingent, among which are being anticipatory, intuitive, enthusiastic.

The GLOBE study has been discussed controversially among researchers, also in comparison with the Hofstede model. Hofstede himself provided a critical review which among others argues that the GLOBE study is U.S. centric and that it fails to capture what is intended through the questionnaire (Hofstede 2006). Leung (eds. 2006) initiated an exchange between researchers followed by a set of papers. One benefit of the GLOBE study is that it contains more data from China, whereas Hofstede estimated the numbers derived from Taiwan and HongKong (Shi and Wang 2010). Venaik and Brewer (2008) detected a significant negative correlation between the GLOBE uncertainty avoidance practices measure, and Hofstede's uncertainty avoidance index for specific cultures.

The discussions between the proponents about the meaningful dimensions as well as the conflicting results on - at first view - similar dimensions of different models, show the sensitivity of the research to definitions and semantics. This is not only that researchers may not have a common understanding on the meaning and interpretation of dimensions and cultural traits, but also the participants may understand the meanings and whole questions in different ways, subject to their cultural background.

The specific value from GLOBE for my studies lies in the leadership type categorisations as it points out and characterises the preferences of leadership styles in different cultures. 'Leadership performance' is one of the measures in the study and a good performance may be assessed differently depending on the person's expectation and experience from his/her cultural background. It is therefore important to complete any general questionnaire on

leadership performance with interviews that clarify the specific changes over the course of the business development programme.

The Richard Lewis Model

Lewis (2006) builds on the work of Hofstede, Hall and Trompenaars, but categorises cultural groups and nationalities in different ways according to the way they take action. He identifies three dimensions:

Linear-active

Linear-actives value structure and control. As logical planners, they do things one at a time in a scheduled manner, and tend to be efficient and precise. Lewis particularly sees Germans and Swiss as examples of linear-actives.

Multi-active

Multi-actives emphasise relationships – loud and emotional disputes are quickly forgotten once they reach agreement. They are lively talkatives who prioritise work based on feelings, and easily switch tasks depending on whatever seems urgent or more interesting. In Lewis' categorisation Italians and Arabs fall in this category.

Reactives

Reactives favour courtesy and respect in relationships. Unlike multi-actives, they seek harmony and will avoid confrontation to preserve the peace, before trying again. Chinese and Finns are regarded as typical reactives.

According to Lewis his model pays more attention to Asian cultures than the others, in describing typical characteristics of reactive cultures. His business organisation CrossCulture claims that the three typologies are not based on nationalities or religion, but on behaviour (CrossCulture 2015) and Lewis emphasises the danger of stereotyping. However, in his book (Lewis 2006) he classifies over 70 countries according to the three dimensions and positions them within a triangle based on their strength in each of the dimensions. Apart from stereotyping concerns it is not obvious in his work which kind of measurement tools and what metrics he used to classify the countries.

Lewis describes in detail characteristics and behavioural elements of the three types. This could be useful within workshops to let people understand and reflect on their personal preferences and their similarities and differences to other people in their group.

Erin Meyer's Culture Map

Erin Meyer is a professor at INSEAD business school where she teaches how global leaders should navigate the complexities of cultural differences in a multicultural environment. In this role she works with tangible tools for gaining experience in cultural differences. In this context Meyer developed a classification that she calls Culture Map with eight dimensions (Meyer 2014) and a survey tool for self-assessment on these dimensions. The dimensions build on basic work from Hofstede and Hall adding some new aspects. The dimensions and classifications have been found and validated through Meyer's work with executives.

Communicating

This dimension is identical with Edward T. Hall's Context dimension. The scaling in the map spans from low-context to high-context.

Evaluating

This dimension looks into how criticism is expressed and how negative feedback is given. The scale measures the preference for frank versus diplomatic negative feedback from the range 'direct negative feedback' to 'indirect negative feedback'.

Persuading

This is about how people persuade others and which kind of arguments they use. It builds on research into analytic and holistic patterns (Nisbett and Miyamoto 2005). Western managers most likely break down an argument into a sequence of distinct components (specific, analytic), while Asian managers tend to show how the components all fit together. Beyond that, the dimension differentiates a deductive and an inductive logic. The former puts principles first and the latter builds on applications and examples when trying to persuade the other person.

Leading

This scale measures the degree of respect and deference shown to authority figures, ranging from egalitarian to hierarchical. It relates to Hofstede's Power Distance concept.

Deciding

The deciding scale measures the degree to which a culture or a person is consensus-minded or prefers top-down decisions. Meyer (2017) investigated on the relationship between Leading and Deciding for 19 countries based on interviews conducted between 2003 and 2016 and maps them in four quadrants. China is positioned in the Hierarchical (Leading)/Top-Down (Decision making) quadrant, European countries like Germany in the Hierarchical/Consensual, the Netherlands and Nordic countries in the Egalitarian/Consensual,

and the UK together with North American countries and Australia in the Egalitarian/Top-Down quadrants.

Trusting

Meyer differentiates between task-based cultures where trust is built cognitively through work, where mutual trust is a result of collaboration, proof of competence, and respect of one another's contribution, and relationship-based societies where trust is based on getting to know each other and mutual liking. Chua, Morris and Ingram (2009) investigated on the differences of affect-based trust and cognitive trust in comparing managers in China and the U.S. on their relationship building.

Disagreeing

This scale measures the tolerance for open disagreement and inclination to see it as helpful or harmful to collegial relationships. It groups people and cultures on their degree of confrontational behaviour.

Scheduling

The scale assesses how much value is placed on operating in a structured, linear fashion versus being flexible and reactive. It is based on Hall's monochronic and polychronic time definition and also shows parallels to the Lewis model.

Meyer provides a cultural map for countries on these four dimensions, based on collected results of a 24 item survey (three questions related to each dimension). The display and interpretation of country cultures on the scale include the tendencies for stereotyping as discussed with the other cultural group models. However, the survey can also be used for self-reflection and to identify the personal traits and habits, and this is how I used it in the BDaC programme.

Critical reflection on Cultural Group Models

Several cultural group models have been developed over the past decades. The Hofstede and Hall models might be regarded as the foundation, as other models use their components and modify and enhance them with further dimensions. The grouping of traits and behaviour in dimensions appear to be dependent on the researcher's personal interpretation. At least none of the major book publications include factor analysis on the dimensions. However, dimensions like Power Distance, Individualism or High/Low context communication seem to be well accepted characterisations for differences in cultural thinking, traits and behaviour.

The categorisation of countries along the cultural dimensions makes the differences visible and helps to map dimension attributes to observed behaviour. This may help with the cognitive understanding of cultural differences and create the basic cultural awareness. As discussed in detail with the Hofstede model, the cultural grouping approach bears the risk of stereotyping and oversimplification. The cultural group models imply a homogeneous and, over time, static national culture. In fact, discussions and observations within Huawei and with customer groups in Germany, Netherlands and Belgium show that reality deviates from these assumptions. In particular in China, traditional Confucian principles of hierarchy and group thinking become mixed with Western style self-accentuation and career thinking. Indeed, although the originators of the models emphasise the individualism of each person and warn about stereotyping, yet they foster it. I experienced that country categorisations led to objections across all nationalities in the programme. In fact, the participants felt that cultural differences in the organisations cover underlying national differences and any explanation like 'this is the way things are handled in China' would be too simple and harmful. A country classification might be regarded as fatalism that cannot be changed.

On the other hand, the underlying surveys that are used for the classification might be useful for personal self-reflection on one's own thinking, traits and behaviour. I experienced the Hofstede dimensions as very useful in seminars to give participants an understanding of cultural differences and to introduce a common language on the dimensions. In the BDaC workshops I used the Lewis model to let people think about their traits and behaviours. Appendix E contains a list of traits and behaviours for the three groups of linear active, multi-active and reactive. Participants were asked in the workshop to position themselves for each question in one of the columns. A group work afterwards revealed the different personal and group preferences. It happened that a Chinese participant showed a linear active preference and a Western European a reactive focus – just opposite to the Lewis country categorisations. On group level it shows the differences and the similarities between the teams. A German and a Chinese team may come out quite similar in their marks on the three dimensions, while individual members may be very different. This opens opportunities to discuss and demonstrate how to deal with different characters, for instance in role plays. I used Meyer's Cultural Map survey in the workshop for personal reflection on the eight dimensions and for an illustration on individual and group differences along the scale. Figure 6-6 in Chapter 6.5.2 shows an example of one workshop in Project 1. The coloured dots represent the individuals' and the groups' scoring with the different company colours. In this case the graph for example shows quite similar preferences on the communication style among the teams, but differences between individuals. The overall picture presents a status quo and can trigger a facilitated discussion on how the results are going to be interpreted and what this should mean for the project collaboration. The following work on critical incidents in the project referred back to the culture map. Within the project the documentation might not have been delivered or a process not defined well, in return objections and concerns not expressed formally. The participants might remind themselves

that according to their cultural map both teams want to communicate on a low-context level, i.e. structured and explicit.

Overall I experienced the cultural group models' dimensions with the underlying surveys as helpful for the cultural knowledge and reflection if the country map was skipped and the focus laid on the individuals and the teams in the organisation.

3.2.3 Intercultural Competence Models

Intercultural competence is generally understood as the ability to communicate effectively and appropriately with people of other cultures (Spitzberg 2000). Deardorff (2006) describes intercultural competence as 'the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions.' While there is a common understanding about its meaning, the ways to characterise knowledge, skills and attitude and to measure their effectiveness have produced a variety of different models and tools. In their literature analysis of intercultural competence, Leung, et al. (2013) noted more than 30 intercultural competence models and more than 300 related constructs. The following chapter provides an overview on some of the key models and discusses their advantages, limitations and suitability for the BDaC programme.

The Global Leadership Competencies Model and the Global Competencies Inventory (GCI)

The Global Leadership Competencies model (Bird, et al. 2010) intends to structure the large list of global competencies in a framework that can be used by scholars and practitioners. The model consists of three broad factors that include 17 competencies

- Perception Management

Examines the way people cognitively approach cultural differences. It assesses peoples' tendency to be rigid in their view of cultural differences and their tendency to be judgmental on these. It also looks at the ability to handle complexity and uncertainty. The related competencies are characterised as Nonjudgmentalness, Inquisitiveness, Tolerance of ambiguity, Cosmopolitanism, and Inclusiveness.

- Relationship Management

Assesses people's orientation towards the importance of relationships and the awareness of their self-concept and the impact their behaviour has on others. The related dimensions are

Relationship interest, Interpersonal engagement, Emotional sensitivity, Self-awareness, and Social flexibility.

- Self-Management

Indicates the strength of identity and the tendency to care for the 'self'. This is based on the assumption that a stable sense of self is required to remain mentally and emotionally healthy in a multi-cultural environment. The dimensions Optimism, Self-confidence, and Self-identity relate to the sense of self, whereas Emotional resilience, Non-stress tendency, Stress management, and Interest flexibility relate to managing emotion and stress.

The model combines traits, worldviews and capabilities and is comprehensive in its scope and its analysis. It builds on extensive work on expatriate acculturation (Mendenhall and Oddou 1985) and global leadership literature (Mendenhall 2001; Mendenhall and Osland 2002).

Based on the competencies model, the researcher group developed the Global Competency Inventory (GCI) with a set of 160 statements for self-reporting, and provided correlation and factor analysis to map the items in the survey to the factors and dimensions of the model (Stevens, et al. 2014). The GCI has been commercialised by Kozai Group and is accessible via their web page (Kozai Group 2008).

The Global Leadership Competencies Model and its related assessment tool, the GCI, is one of the latest models and promising in its comprehensiveness. It is based on extensive studies on expatriate research and might be most useful for the selection of cross-cultural operating employees and for the hiring process of new candidates into these roles. For the BDaC programme it is helpful in its dimensions highlighting values and traits for effective cross-cultural operations. I used these dimensions in the training programmes for discussing and coaching on effective global leadership. In Chapter 6.4 I am going to introduce the role of Cultural Brokers (CBs) as cross cultural mediators within the BDaC programme. As they play an important role in the programme I checked the CBs on their suitability against the dimensions of the GCI model, without using the commercial tool. I particularly regard the model's competency of observing and non-judging as important for cross-cultural interaction. In the BDaC programme participants received some training on the mindset and practicing of non-violent communication (Rosenberg 2015). Looking into the future, the BDaC programme results should contribute to providing criteria for the selection of global competent leaders and team members. The Global Leadership Competencies Model and the GCI might help to formalise this selection.

Global Mindset and the Global Mindset Inventory (GMI)

The global mindset concept has been explored by several researchers over the last number of decades. Perlmutter (1969) distinguished between three primary attitudes, states of mind, when operating a multinational company: the ethnocentric, home-country oriented, the polycentric, host-country oriented, and the geocentric, world-oriented. This work has been followed by a number of definitions of global mindset with different focus by the scholars. Some focus on the organisational performance in global markets (Gupta and Govindarajan 2002), others more on the individual behaviour (Srinavas 1995), and yet others look at the cultural knowledge and skills that are required to build up global mindset competencies (Kedia and Mukherji 1999). Levy, et al. (2007) structured the existing conceptualisations of global mindset into three categories as they either take a cultural perspective, or a strategic perspective, or a multidimensional perspective, combining both. Hitt, Javidan and Steers (2007) attempted to consolidate the different aspects of global mindset into a common definition as 'a set of individual attributes that enable an individual to influence individuals, groups, and organisations from diverse social/cultural/institutional systems'. Based on this definition, the existing literature and interviews Javidan and Teagarden (2011) developed the Global Mindset Inventory (GMI). The tool is being promoted by the Najafi Global Mindset Institute. It claims to be the 'first and only psychometric assessment tool that measures and predicts performance in global leadership positions' (Javidan, et al. 2010). It is a web-based survey of 76 questions with nine competencies that are structured in three so-called capitals:

- The Intellectual Capital
Which reflects a person's global business savvy (knowledge of the global industry, business, suppliers, etc.), one's cognitive complexity (analytical skills; understanding abstract ideas), and cosmopolitan outlook (knowledge of different cultures, political and economic issues).
- The Psychological Capital
Which reflects a person's passion for diversity (getting to know people from other countries; enjoy living in another country; travelling), the quest for adventure (willingness to take risk and enjoy dealing with unpredictable situations), and one's self-assurance (self-confidence in tough situations; energy).
- Social Capital
Which reflects a person's intercultural empathy (ability to work well with people from other parts of the world, to connect emotionally and engage with them), the interpersonal impact (strong networks with people from other cultures; leadership reputation), and diplomacy (willingness to collaborate, ability to listen to others' perspectives and to integrate different views).

Extensive research has been conducted around the understanding of global mindset. The GMI tries to consolidate the work; still a different understanding might exist. Leung, et al. (2013) note that on the statistical analysis the nine competencies only yielded two of the factors/capitals due to high correlations of social capital with both psychological and intellectual capital. Moreover, empirical analysis of the GMI is still limited and the concept might need further research.

Cultural Intelligence (CQ) and the Cultural Intelligence Scale (CQS)

The concept of Cultural Intelligence has been introduced by Earley and Ang (2003) to describe the capabilities of individuals to adapt and adjust to different cultural environments. Cultural Intelligence (CQ) refers to an individual's capability to function effectively in situations characterised by cultural diversity (Ang and Van Dyne 2008). Based on the theory of multiple loci of intelligence (Sternberg and Detterman 1986), the concept of CQ intends to give answers to the basic question why some but not other individuals easily and effectively adapt their views and behaviours cross-culturally (Van Dyne, et al. 2010). Just as EQ (emotional intelligence) complements IQ (cognitive intelligence) as important for work effectiveness and high-quality interpersonal relationships (Earley and Gibson, 2002), cultural intelligence can explain flexibility and adaptability in dealing with diversity and functioning in diverse cultural settings (Ang, et al. 2011). Earley and Ang (2003) conceptualised cultural intelligence as a set of four capabilities: metacognitive, cognitive, motivational, and behavioural.

Metacognitive CQ (MC-CQ) refers to an individual's level of conscious cultural awareness during cross-cultural interaction. It contains the self-reflection on how cultural knowledge changes a person's way of thinking and his or her strategic planning for the future. People with high metacognitive CQ constantly review their cultural knowledge and the cross-cultural interactions in a situation to adapt their thinking and behaviour accordingly.

Cognitive CQ (COG-CQ) refers to the cultural knowledge, the knowledge about cultural environments, norms and values, and cultural dimensions. The cultural group models provide this kind of knowledge when people learn about the traits and behaviour that go along with the different cultural dimensions. However, classifying cultural values and norms to countries or other pre-defined groups might lead to stereotyping and could make a harmful contribution to a person's cognitive CQ (concluding from a discussion with Prof Ang).

Motivational CQ (MOT-CQ) reflects the capability to direct attention and energy toward learning about and functioning in culturally diverse situations. It expresses a person's drive for change of thinking and behaviour. A high motivational CQ directs a person's attention and energy towards cross-cultural situations based on an intrinsic interest and the confidence in cross-cultural effectiveness (Bandura 2002).

The motivational aspect of the CQ is a differentiator to other cultural models and from my experience high motivational CQ is necessary and a prerequisite to perform in any cross-cultural environment. Knowledge (COG-CQ) can be gained in trainings; conscious cultural awareness (MC-CQ) can be obtained through coaching, supervision or similar interventions if the person brings in a basic motivation and self-confidence to work with other cultures and to perform in this environment. In the BDaC programme I put the motivational CQ aspect in the top position of the CQ cycle (see Figure 6-2 in Chapter 6.3.5).

Behavioural CQ (BEH-CQ) reflects a person's capability to take the appropriate action when interacting with people from other cultures. These actions may be of verbal character in communicating or of non-verbal character for instance when showing the appropriate respect in a hierarchical setting. People with high behavioural CQ demonstrate a large flexibility in action taking. Behavioural CQ is of large importance in business as this capability determines any change in action and any improvement in the relationship between representatives from different cultures. In that sense the customer satisfaction survey in the BDaC programme also provides an indication for the individual and team's behavioural CQ development during the period of the programme.

Following the basic definition of CQ and its dimensions Ang and associates (2007) and Van Dyne, Ang and Koh (2008) developed a 20-item Cultural Intelligence Scale (CQS) which they validated and cross-validated ($N > 1500$) through a series of studies. The researcher team started with 53 items that were reduced in a panel to 40 – 10 for each dimension. In a first study with Singaporean business school students ($N = 576$) the team deleted items with high residuals, low factor loadings, small standard deviations or extreme values to retain 20 items with strongest psychometric properties. A Confirmatory Factor Analysis (CFA) demonstrated a good fit with the proposed four-factor model (Ang, et al. 2011). The results of the first study were then cross-validated with four more studies with students in Singapore and the United States. The last of these studies included a cross-method validation with an observer and a self-report. The analysis provided evidence of convergent, discriminant and criterion validity of the CQS across self and peer ratings. The similarity in factor structure and the internal consistency across multinational samples have also been validated by other scholars (Shannon and Begley 2008; Shokef and Erez 2008). Studies have also been expanded to other countries, including Korea (Moon 2010; Moon, et al. 2012), Turkey (Sahin 2013), Germany (Remhof, et al. 2014), China (Bücker, et al. 2014) and within the U.S. (Imai and Gelfand 2010) and Singapore (Ang, et al. 2007) and across both countries (Ang, et al. 2007). Further studies showed the CQ distinctiveness from other constructs and the predictive validity in terms of psychological outcomes like work adjustment (Abdul Malek and Budhwar 2013), behavioural outcomes like intercultural cooperation and idea sharing (Chua, et al. 2012), and performance outcomes like cross-border leadership effectiveness (Rockstuhl, et al. 2011). Rockstuhl, et al. (2010) suggest to expand the CQ model with aspects of intercultural neuroscience, looking into the question of how neurological processes of

individuals, effective in bridging cross-cultural differences in actions, differ from the less effective individuals.

Livemore (2010) transferred the CQ model onto a four-step global leadership development cycle consisting of CQ Drive (Motivational CQ), CQ Knowledge (Cognitive CQ), CQ Strategy (Metacognitive CQ), and CQ Action (Behavioural CQ). The Cultural Intelligence Center offers assessments and trainings on cultural intelligence based on the CQ cycle.

A short version Mini-CQS with nine-items was designed by the researchers to assess overall CQ (see appendix G). I used this version for validating Hypothesis 3: *The BDaC programme develops the individual's cultural intelligence*. Chapter 7 describes and analyses survey results from the self-reported Mini-CQS, measured at the beginning and at the end of each BDaC programme, indicating the effectiveness of the programme on the individuals' cultural intelligence.

3.2.4 Conclusion

Numerous concepts and tools have been developed to assess aspects of global leadership and intercultural sensitivity. Many tools overlap in their categorisation. Some tools use same names with different interpretations of what is meant by them and others give dimensions different names that show similar characteristics. Only a few tools try to measure the implications of job performance. Even the expatriate performance assessment as a main application has not been defined with a broader consistency across the research community (Shaffer, et al. 2006). The CQ model and its researcher's community probably provide the currently richest analysis on performance outcomes. Holt and Seki (2012) observe a large quantity of tools and competing frameworks that might defocus researchers. Moreover, they question an adequate validation research and identified weaknesses in the survey designs as focusing on a normed group of students to gather data for hypothesis testing rather than taking workers from the industry or global leaders, with the final conclusion that they are operated ignoring either the performance or multicultural context. My research could in so far expand the insight on cultural models as the target group is middle managers and team members that work together in real life situations. The research study could also contribute to validate the models' effectiveness. Mol, et al. (2005) argue that job performance is the ultimate measure of intercultural effectiveness. Empirical research has so far mainly focused on psychological and behavioural outcomes and less on performance outcomes (Leung, et al. 2013). My study focuses on the effectiveness of applying intercultural competence models within a business development programme on organisational performance, team performance and individual performance.

For the research study I investigated the intercultural competence models on Global Competencies Inventory (GCI), Global Mindset Inventory (GMI) and Cultural Intelligence (CQ)

in more detail to find out suitable components to build into the BDaC programme. I notice considerable overlap in the existing models. I also notice the Western perspective in most of the literature. Furthermore, a commercialisation in each case: the model and the survey are used as the basis for training and consultancy offering.

One criterion for the selection of a model is its reliability and the construct validity. Construct validity refers to whether a scale measures what it claims to measure (Campbell and Fiske 1959) and can be structured in convergent validity, providing a measure as to what extent the construct correlates with other constructs that it should be related to, divergent validity, measuring to what extent it is different from other constructs, and predictive validity, that shows how far the construct can predict certain results. As pointed out in the introduction of the different models, most research and validation has been undertaken on the CQ model. Matsumoto and Hwang (2013) conducted tests on reliability and validity on 10 different cultural models and their scales. Their criteria include the validity and reliability of the criterion variables; the number and the breadth of the cross-cultural samples; the mixed methodologies that were used including interviews to complement the surveys; the time of assessment and the predictability for future intercultural success; and the incremental validity. The researchers conclude that CQ is among the three models that have the most promising evidence for assessing cross-cultural competence. The other two models that meet their criteria are the Intercultural Adjustment Potential Scale (ICAPS), developed by Matsumoto himself and colleagues (2001), and the Multicultural Personality Questionnaire (MPQ) (Van der Zee and Van Oudenhoven (2000) that focusses on intercultural traits. It should be noted that the GCI and GMI have not been included in the 10 constructs validation, possibly as they were too new at that time.

The intention for this research study is not to identify the overall best model or to rank them in any way, but to use the models, their constructs and the findings in research as they are suitable for the BDaC programme. For my research study I orchestrate insights from cross-cultural models, as well as from interviews, workshops and trainings, and feedback from customers and internal employees to design an executable and effective cross-cultural business development programme, which is further described in chapter 6.

The GCI and GMI are comprehensive in their scope on intercultural traits, attitudes and worldview and capabilities. Their aspects are suitable in the BDaC programme and the follow up studies for the selection of cultural brokers (Ch. 6.4), global leaders and expatriate managers in general. As they are still quite new, they might need some further validation, particularly in relation to their effectiveness in real life situations.

The CQ model focuses on intercultural capabilities and how they can be developed through a process of driving through motivation, knowledge gaining, strategising and action taking. This flow with its different dimensions fits well to the concept of a business development programme where participants start on a certain level – in CQ terms a level of knowledge,

self-reflection and motivation – and develop this through action taking over time, to reach a higher level on business performance (H1), team and leadership performance (H2), and individual performance (H3). I designed the BDaC programme and the interventions along the mindset of CQ and used the CQS in its short version to measure the changes in the participants' cultural competences during the programme.

Another finding from the literature review and the analysis of the cultural models relates to the study design. Scholars have asked for more diversity in the measurement methodologies, combining quantitative and qualitative methods, including interviews, observations and judgments by self and others (Deardorff 2006; Gelfand, et al. 2008). I support his view, as the quantitative nature of the different scales reduces the complex matters of global leadership and team collaboration to simple scores. Numerical values might be helpful for assessments and comparison of people and groups, but contain the risk of oversimplifying and cutting off aspects that were not covered by the questions. In terms of the scope and the volume of the questionnaire one needs to balance a sufficient number of questions to cover as many aspects as possible, possibly including consistency checks, with the participants' motivation and willingness to provide the answers in completing the questionnaire and staying focused to the last question. The participants' buy-in may be easier to get in a university environment as students tend to help each other in their research studies. In the business environment each activity needs to be justified showing the benefit for the participant. Another limitation of the surveys is the missing dialogue between the researcher and the participants in case of questions which are not clearly understood. This may be because of the way the question is formulated or because of language and translation problems. I conclude that the surveys contain one source of information that needs to be complemented by qualitative information that is obtained during the course of the programme. I had to consider all of the above aspects for the BDaC programme in the composition and selection of the different surveys and the inclusion of interviews and observations. The following Chapter elaborates further on this when discussing the methodologies that have been used for the study.

4 Methodologies

4.1 Worldview, design, and research methods – Overview

According to Creswell (2013) there are three components involved in a research approach: the philosophical worldviews of the researcher, the project design that is related to this worldview, and the specific research methods that translate the approach into practice. They interact to define the research approach.

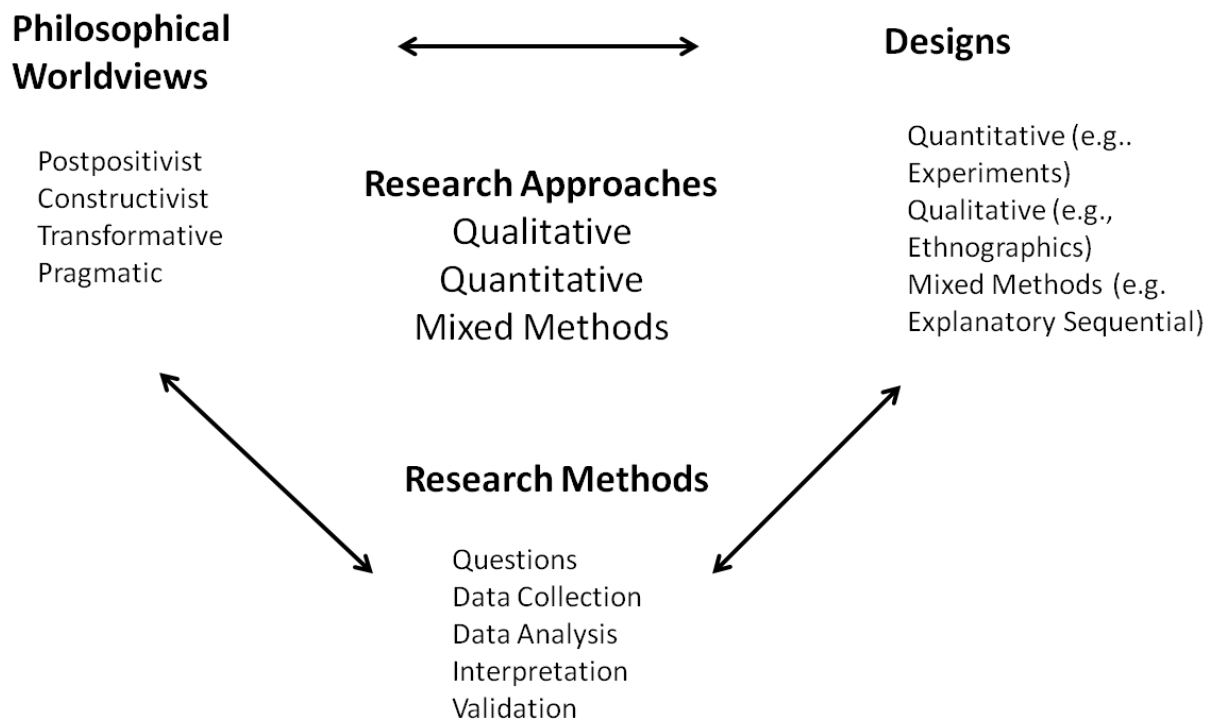


Figure 4-1 A Framework for Research – The Interconnection of Worldviews, Design, and Research Methods (Creswell, 2013)

4.2 Reflections on my worldview for the research studies

4.2.1 The postpositive component

Postpositivists hold a deterministic philosophy where causes determine effects or outcomes. In this scientific approach the researcher starts with a theory and collects data to support or

refute the theory. The statistical evaluation should reduce the probability of failures. Therefore quantitative designs are more common in this worldview.

The postpositive view resonates well with my engineering background where trials are conducted with a number of measurements. Mathematical criteria on statistics are applied to evaluate the results of the experiments. The different cultural competence models – some are listed in Chapter 3.2.3 – are based on quantitative analysis. Participants in a study usually get a questionnaire with a Likert-scale from ‘fully agree’ to ‘not agree at all’. The answers are evaluated through a statistical analysis followed by an interpretation of the results. Participants are clustered according to their questionnaire results. The advantage is to get comparable results as all candidates answer on the same questions. The evaluation scheme is applied to all questionnaires in a similar way. However, how do I know which are the ‘right questions’ to ask? Furthermore, this approach might use simplifications in the evaluation of the results and in the clustering of people which may lead to stereotyping. Holt and Seki (2012) come to the conclusion that many of the competence models fail to acknowledge the complex, contextual nature of leadership.

I used surveys to test the three hypotheses; a Customer Satisfaction Survey (CSS) related to H1; an Intercultural Leadership Survey (ICLS) related to H2, and the Mini-CQS (see Chapter 3.2.3) for H3. The CSS and ICLS are further described in Chapter 6.2 with the project design. I used the surveys in the beginning of the programme (Pre-tests) to identify the baseline for the following interventions. At the end of each project the participants received the same questions again. In order to mitigate any response shift in people’s judgment, I chose a retrospective Post-then-Pre design as suggested by Howard, et al. (1979). Response shift bias is described as a ‘change in the participant’s metric for answering questions from the pre test to the post test due to a new understanding of a concept being taught’ (Klatt and Taylor-Powell 2005). In the cross-cultural business development programme this could for instance happen when participants believe in the beginning in the pre-tests that they are strong in the cross-cultural collaboration with their customers. During the course of the programme they may find out the gaps with their customers’ views and their own shortfalls and may report in the post-test a lower performance than before, although they actually improved their cultural competence. In the retrospective post-then-pre design the answers are collected at the same time. The participants are first asked to reflect on the situation ‘today’, at the time of the survey (‘post’) and then to look back on how they felt the situation was in the beginning of the project (‘then-pre’). The post-then-pre test design may also show better validity as results in different setups have been more congruent with interview data collected from programme participants (Howard, et al. 1981). However, the post-then-pre has some limitations. Hill and Betz (2005) identified several threats to validity. The ability to accurately recall the attitudes and behaviours can vary across the group. Some researchers also argue that this accuracy decreases over time (Nisbett and Wilson 1977). This is an argument for having the BDaC projects running for a not too long period of time or having

interim surveys to collect the changes. Cognitive dissonance occurs when participants report improvement even if it did not occur, to meet their own expectation that they should have changed. Another bias may come from effort justification, which occurs when participants report improvement in knowledge, skills, or attitudes (KSAs) to meet their own expectation that something should have changed, even when no such change occurs (Ross 1989). A bias in the opposite direction may occur if participants think that an improvement weakens their position and status. This could for instance be the case with the Customer Satisfaction Survey, as participants may think that a more positive feedback on the supplier relationship and collaboration performance may weaken their negotiation position. These limitations need to be considered and will be discussed when analysing the research study results.

Nimon, et al. (2011) analysed different designs of retrospective pre-tests, showing that a single incorporated post-programme survey, with adjacent post and 'retro-pre' items, yielded the least comparable levels of criterion validity for retro-pre ratings and the highest bias on programme effectiveness. Placing post and retro-pre ratings side by side creates a contextual effect and lets participants contrast between the two ratings. Sprangers and Hoogstraten (1989) suggest that when participants first answer all the post questions on one form before answering all the retro-pre questions on another form, the programme effects may be attenuated and that such a design of the survey with separated post and retro-pre tests would partly control the above described bias that comes with this design. Nimon, et al (2011) suggest that the post-test and the retro-pre-test should be completely separated as this led to best results in their study. However, other researchers (Hill and Betz 2005) suggest that post and retro-pre ratings collected from a single post-programme survey are useful when the relative ranking of the participants' change score are relevant, which is the case in my research study.

Based on the research studies and the practicalities in the design I decided to develop the surveys as separate post and retro-pre parts within a single survey. With this design I could ensure that the retro-pre data could be linked to the post data without disclosing the anonymity of the respondent as he/she provided all the feedback within one file – first answering all the post questions and then answering all the retro-pre questions. If a participant did not stop answering the survey in its course I received the full set of data to compare the post ('now') with the retro-pre ('before') data, which is the information that is needed for the hypothesis testing. In order to cope with the potential bias I added qualitative questions within the survey and also collected information from interviews – see the following chapter on the constructivist and pragmatic components.

The full survey design can be described as 'Pre and Post & Retro-Pre' with the three components

- Pre the initial survey in the beginning of the project as a baseline for the discussions and action in the workshops

- Post as the first part of the concluding survey at the end of the project to answer on the 'Now'
- Retro-Pre as the retrospective view on the beginning of the project for comparison with the Post

4.2.2 The constructivist component

Constructivists believe that individuals seek understanding of the world in which they live and work. Individuals develop subjective meanings of their experiences. The researcher looks for the complexity of views behind these meanings. He / she uses open-ended questions. Rather than starting with a theory the researcher generates or inductively develops a theory from the responses he gets. Constructivism is typically considered as an approach to qualitative design.

I used qualitative design components in three instances:

Firstly, in the preparation phase, when talking with managers and employees on the key challenges in intercultural management within the company: I used open questions and interviews to gather information about requirements for change and improvement. I followed principles of Action Research, as a practice of participation, engaging those who might otherwise be a subject of research or recipients of interventions as inquiring co-researchers (Reason and Bradbury 2013). I used this method to find out what matters for the people in the organisation. As pointed out in Chapter 3 a number of models with questionnaires have already been developed. However, their effectiveness has not been shown, at least not in the particular environment of a Chinese company operating in Europe. Therefore I started with an open mindset and gathered information from interviews, which were coded and structured into categories. I used some predetermined codes that are derived from the existing models and categorisation. With this approach I intended to focus on the needs of the company and the participants of the study while acknowledging and making use of existing research results in cases where they showed effectiveness.

Secondly, I used interviews and feedback talks as part of the interventions to find the right people with intercultural competence, particularly in the selection of Cultural Brokers. Solely using a questionnaire would not sufficiently address the complexity of the subject.

Finally, structured interviews provided feedback during the evaluation phase when assessing the effectiveness of the programme. The After Action Review (AAR) is a structured facilitated process that can be used to debrief an activity or event to analyse what was planned to happen, what then really happened, why it happened, and what could be done better by the

participants or by the organisation. Collison and Parcell (2001) provide suggestions on how to facilitate AARs. Based on this I used AARs with pre-formulated questions after the main interventions, particularly at the end of each workshop. Appendix F gives an example for an AAR as it has been used in the BDaC programme.

I interviewed specifically the Cultural Brokers from Huawei and from customers on their experiences and their impressions on the effectiveness of the BDaC programme (see example in Appendix K). The Cultural Brokers themselves asked the participants, who shared their identity in the surveys and agreed to be contacted for follow ups, on their views for improvements in the collaboration and for effective actions.

The use of the qualitative components is further illustrated in Chapter 6 on Project Design.

4.2.3 The pragmatic worldview

Instead of focusing on methods, pragmatist researchers emphasise the research problem and use all approaches to understand the problem (Rossman and Wilson 1985). In this understanding, researchers are free to choose methods, techniques, and procedures of research that best meet their needs and purposes. This might result in a mixture of methods, a Mixed-Methods design, that combines quantitative and qualitative analysis.

I used exploratory sequential mixed methods (Creswell 2013), beginning with the qualitative research phase where I interviewed different stakeholders in the company, managers, employees, people who leave the company, on their needs and on the deficiencies in intercultural management. I analysed this data and used the information for a quantitative design in the form of questionnaires to measure customer satisfaction, internal general satisfaction, leadership performance, and team collaboration. I expected this combination to lead to the best outcome for turning the project results into action within the company. The results of the cultural development process needed to be easy to understand for the management with a corresponding action plan that could be implemented without deeper scientific knowledge. Any interpretation of results needed to be backed up by numbers. This gave the management the perception to validate the actions in reviewing the quantitative results. From my experience a validation through number analysis is necessary to gain acceptance in a technology-oriented business environment.

The project takes a researching approach on changes and improvements in the work place through cycles of investigation, action and reflection. These are characteristics of an Action Research study (Critten 1997).

McNiff and Whitehead (2011) structure an action-reflection cycle into six phases as shown in Figure 4-2. I follow a similar approach in the flow of the BDaC programme design. This is based on research (models and tools), and empirical studies and observations for the initial programme design. This is then applied in interventions like workshops, testing the effectiveness, modifying it and testing it again, before the programme is deployed in the first project. The text boxes in Figure 4-2 relate to the respective steps in the BDaC development which are illustrated further in the overview of the project design in Chapter 6.1.

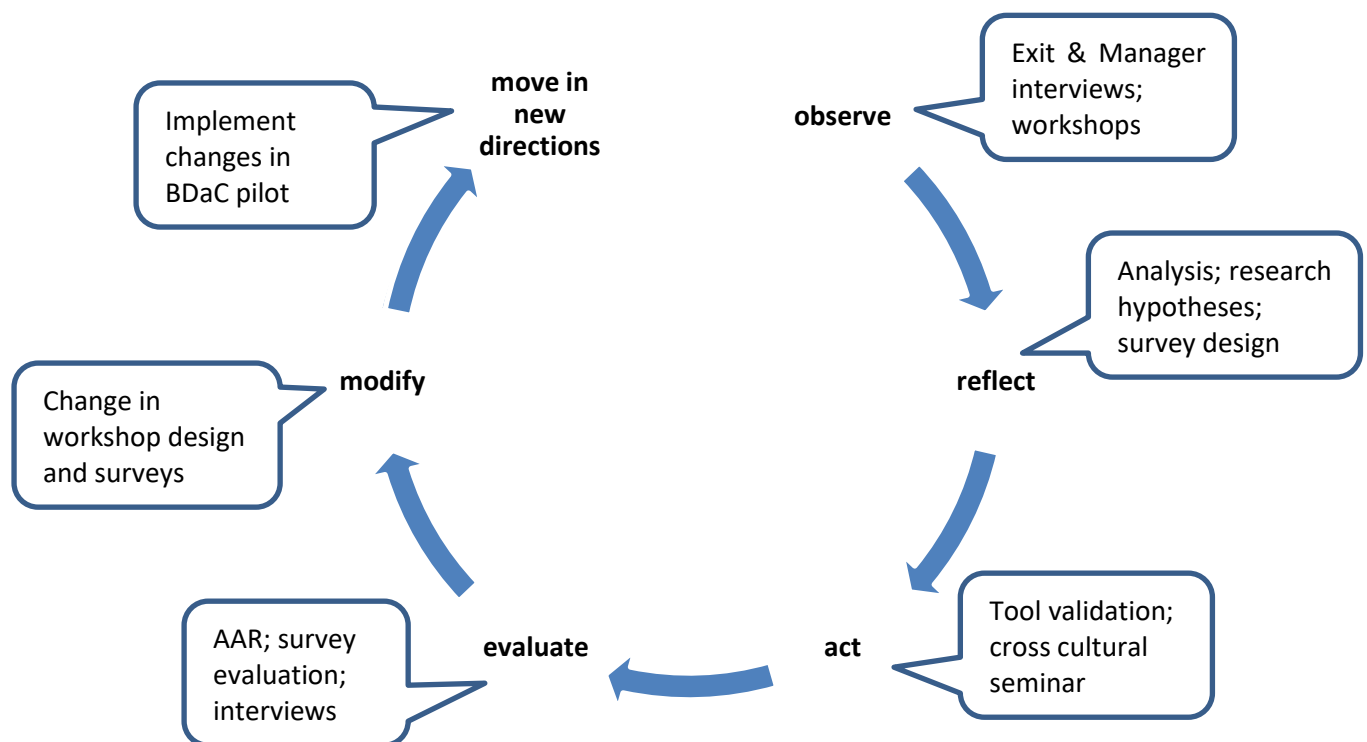


Figure 4-2 Action reflection cycle (McNiff and Whitehead 2011) and corresponding steps in BDaC programme development

I tested the hypotheses on various project groups as later described in the research report and compared and aggregated results from the surveys. As a researcher I do not have the influence on how the groups are composed, I need to work with the groups and team members that are part of the business project. Campbell and Stanley (1963) describe studies where the researcher lacks full control of experimental stimuli as quasi-experimental designs. These are particularly characterised by a lack of random assignments of participants to treatment conditions (Lawler 1977). In the case of this research study the grouping of participants in projects was pre-determined. Researchers may as well not have full control

over key variables of interest (McGrath 1981) – the projects in this study received for instance different levels of management support. Furthermore, changes may occur in the organisation during the course of the programme which may make it difficult to isolate causal factors and rule out alternative explanations for the observed changes (Hackman 1985). Grant and Wall (2009) conclude that quasi-experimental designs are particularly useful in organisational research as they can serve to strengthen causal inferences, minimise ethical dilemmas, and foster constructive collaboration with practitioners. They argue that random allocation of people to teams may produce artificial social situations and not reflect the dynamics that are present in natural team formation.

Quasi-experimental designs are subject to contamination by confounding variables (Dinardo 2008), introducing threats to internal validity (Robson et al 2001). To ensure internal validity the researcher needs to ensure that observed changes are caused by the independent variable and not by other effects and influences. I take care of the internal validity with the survey design. A post to pre-test comparison could be contaminated by external influences that occurred during the course of the programme, like a delay in product delivery. These influences should be reduced with the Post and Retro-Pre design as the participant is asked for the post and the pre assessment at the end of the programme when such influences are known. This should allow the participant to separate the external influence from the interventions in the programme. The Retro-Pre survey part is also referred to as 'ex post facto' (Black 1993, page 144) as it intends to control parameters and incidents retroactively, after they happened. Another means to strengthen internal validity is the use of AARs after interventions (e.g. workshops) that should provide indications that change is caused by the intervention and not by other causes. A further challenge to the design is the external validity, i.e. the question whether the results of a project can be generalised. To strengthen the external validity I conduct the business development programme with a total of four project teams and evaluate the results and test the hypotheses separately for each project before calculating results for the aggregated projects (see Chapter 7).

Researchers recommend conducting a series of heterogeneous experiments (Cook and Campbell 1979) to rule out different threats to the design, in particular to work with control or comparison groups (Campbell and Stanley 1963, White and Sabarwal 2014). As one of the business projects did not apply the BDaC interventions, I was able to use the survey results and interviews as comparison to explore the effectiveness of the BDaC programme (see Chapters 6.6 and 7.3)

5 Ethical considerations

‘We see the world not as it is, but as we are – or, as we are conditioned to see it’ (Covey 2004)

5.1 Objectivity, respect and fairness towards participants

Conducting a cultural study needs special attention to ethics and objectivity. As I belong to one culture I could be, consciously or unconsciously, biased. The results of the study could be influenced and in the more extreme case a group of participants could feel they were not being treated respectfully or fairly. Ethical standards must be followed in doing research, which particularly means that participants are aware that they are taking part in a research study and that they know what the results are used for. I used surveys, questionnaires and interviews to interact with people in the organisation and to gain insights on their cultural personality as well as on the effectiveness of the project. These have been accompanied by interventions, like trainings, workshops, coaching, to convey the findings of the intercultural research. I had interaction with different nationalities in various countries, talking with job candidates as well as with those leaving the company.

I take the ‘Code of Standards and Ethics for Survey Research’ (CASRO) as the basis to validate the compliance of the survey with ethical standards (Insights Association 2017). This covers the principles of

- Information of the participants
- Willingness of the participants
- Confidentiality and Privacy

All participants in the study received an explanation about the purpose of the study and how their feedback will be used. For the surveys I designed an invitation letter, which is attached in Appendix A. The two main surveys that I designed and used in the study are the Intercultural Leadership Survey (ICLS) and the Customer Satisfaction Survey (CSS). For both surveys I used Surveymonkey as an external, commercial tool to collect the data and evaluate the aggregated responses. For the evaluation of interventions I used an After Action Review (AAR) Format as attached in Appendix F. Participants were asked to fill out AAR sheets directly after the intervention and drop the paper in a box. They were asked to leave their name on the sheet for a further dialogue to monitor their personal journey in the programme. Participation in the AAR was voluntary as well as disclosing their identity. The same applies to the use of the standardised Cultural Intelligence Scale in its short version (Mini-CQS) (see Appendix G) to help participants reflect on their cross-cultural competence and to document their development during the programme. The participation in the Mini-CQS as well as the exposure of the results in disclosing their identity was voluntary.

My research approach includes interviews to find out more about the organisational climate as it is related to cultural questions, for instance asking people who leave the company for their reasons. In these cases I worked together with HR departments which already today conduct 'exit interviews'. As part of the study these interviews included open questions on the relevance of cultural aspects on the person's decision to leave the company and on suggestions how to improve the organisational climate. All feedback was given to me in an aggregated and anonymous format.

The surveys as well as the interviews were conducted in English. The use of a common language, English, has been a central point in the feedback from internal interviews and customer surveys and an improvement in the English communication turned out to be an important factor in the development of the external and internal satisfaction scores. However, I also need to be aware that the level of English language knowledge, particularly for the Chinese colleagues, might influence the participants' understanding and interpretation of the questions. Combined with cultural traits of conflict avoidance and not 'loosing face', participants may pretend to understand the questions although they do not. Therefore I included Chinese advisors for the survey reviews in the preparation phase to gather their opinions as to whether the survey text and the questions could be clearly understood. For the AARs I explained the questions at the end of each workshop when the feedback was collected, or this was done by dedicated people in the project – the concept of 'Cultural Brokers' is introduced in Chapter 6.4. Finally, all participants had my name as contact for any remaining questions. For the group work I was careful to address participants who were quite shy and restrained, possibly because of the English, individually without pushing them, to give them the time and the security they needed to speak up. Talking slowly in the workshop has indeed been a challenge for me. This has been a good opportunity to see that the internal regulation worked as people then reminded me to talk slowly.

To measure the effect of the intercultural programme on the climate within the participating departments, a large number of employees – in the best case all employees – should have joined the programme. There are practical limitations to this as the amount of training and even more the individual coaching capabilities are limited. Furthermore, people may not want to participate in the programme or they may not want to disclose their data. I needed to respect these views – all participation has been voluntary.

To stimulate a larger participation, people need to know about the programme. More advertisement may result in more participants. However, any hype on intercultural management within the departments may trigger response effects. Knowing that they are part of the programme where the management pays greater attention may influence their responses, either tailoring them to what they think I am expecting or in using the study to over-emphasise complaints on management, leadership, or communication. For each project initiation I had to find the right balance on the promotion of the programme.

A considerable amount of information is collected on a qualitative basis and requires interpretation and also some filtering on what is relevant for intercultural management. At the same time I have a desire to explore the effectiveness of the programme. This may lead to a tendency to select data sources that are supportive for that aim and neglect any opposing data. This may even happen unconsciously, without bad intention. To withstand that temptation I agreed to select and interpret the data jointly with the Learning & Development (L&D) department.

5.2 My own role in the research study

As I am an insider and manager within the organisation, participants may be concerned about consequences on their personal development although I guarantee confidentiality. Therefore I agreed with the L&D department that all non-tool based data (AAR, exit interviews) was collected by them and the information was given to me without names or contact details. I did the aggregation and evaluation and reviewed together with the L&D department the conclusions and derived actions. In cases of interviews the participants could decide whether to talk to me or to a representative from the L&D department.

I conducted the study as an Insider-researcher. Within my role as Strategy Director I experience the cultural challenges in my daily business and life. Whereas a HR manager would analyse situations in departments and between people from the outside (if it is not the HR department itself that is subject of the analysis), I am a member of the business processes and engage with the people on a personal and business level. In leading a multi-cultural team I experience the building of national groups within the team, in meetings, at the coffee bar or at lunch. I practice intercultural engagement and integration, for instance in setting up a 'buddy-principle' where a Chinese and a local employee work closely together and each benefits from the skills of the other, for instance the local benefits from the relationship of the Chinese to headquarters, and the Chinese gains from the other's customer relationships. I also experience the drawbacks and sometimes feel like a 'victim' when important meetings are held in Chinese or the Chinese in my team get direct orders from a Chinese manager, as they take care of their personal career. I also detect myself at times talking about 'us' and 'them' which clearly shows me belonging to one cultural group, the Western one. For the research study I need to be aware of this potential bias. As insider-researcher I also need to self-reflect on what is a general issue within the company and what is my personal challenge, in not generalising personal observations and feelings. For this I have supervisions with the European Learning & Development director and with a coach outside the company.

In my relationship with the customer teams I may face ethical dilemmas in coaching individual participants and teams (Gray, et al. 2016). During the programme I was provided

with information from customers that may have to be regarded as confidential. A supplier could have used this information in negotiations and for other purposes to gain advantage in their business. As a Huawei employee I needed to make ethical judgments drawing on my own moral compass (Lane and Corrie 2006) - when to share this information with other participants as it helped to drive the collaboration, and when to keep this information for myself in confidentiality. In such incidents I usually encouraged the participant from the customer to share this information by him/herself.

Carroll (2011) provides a five step model of ethical maturity that could help me to ensure being on the right track in developing my own ethical competence and applying this to the research project. The five steps in this ethical maturity process are

- (1) Ethical Sensitivity: the awareness of the self, the consequences, the impact of behaviour;
- (2) Ethical Discernment: the reflection, the problem solving process; taking ethical decisions;
- (3) Ethical Implementation: how to implement the decisions; what supports and what blocks me in the implementation;
- (4) Ethical Conversation: defending the decision; connecting to principles; making things public;
- (5) Ethical Peace: living with the decision; learning from the process; letting go.

In the following I illustrate three cases in the course of the project and how I followed the ethical maturity flow.

Case 1:

I had to become aware of my own roles in the programme as a researcher, as one of the BDaC project directors and as a Huawei Business consultant (Step 1). As a business partner I might want to report success and to speed up processes. This could influence my role as a researcher. Therefore I took the decision to introduce the mediators – later called ‘Cultural Brokers’ (Step 2). This resulted in sharing of responsibility and also allowing others to contribute with new ideas which has first been a challenge for me, but then fostered more creativity so that we implemented the concept for both sides, at Huawei and at the customer (Step 3). In some projects the Cultural Brokers became quite independent and they did not always report back to me on their progress and initiatives. It became clear to me that this delegation required a high level of trust and continuous communication (Step 4). At the same time trust and communication are key requirements in the cross-cultural dialogue. So I could ‘walk the talk’ in practicing trust and confidence in the people, letting them conduct the programme implementation (Step 5).

Case 2:

Ensuring anonymity of the respondents is one of the key criteria for the selection of the survey tool. Any breach of the promised anonymity would be a violation of my own code of conduct and of ethical standards (e.g. CASRO standards) (1). The Huawei internal survey tool could not fully satisfy these requirements. Therefore I needed to investigate a different tool that fulfilled the ethical standards (2). After selection I applied for the budget and presented reasons for using this tool, ensuring that it was also accepted by the customers (3). Finally we conducted all surveys with the SurveyMonkey tool. There have been pros and cons in comparison with the company internal tool. In using that tool, I would have benefitted from more IT support and an automatic reminder function via the internal email system on responding. However, at the end it was better to use a tool that (a) fulfilled the ethical standards and (b) was respected as a neutral tool by all parties (4). I learned not to take any compromises on the ethical standards even if this resulted in additional effort and discussion (5).

Case 3:

Another ethical question was how to work with information provided by a customer who had provided the contact details for a further dialogue. On the one hand the person voluntarily shared very useful information for any follow up. On the other hand this information should not be used for business purposes and should not be made publicly available. A sensible handling of this information was required (1). I decided to share this information with the cultural brokers and with the project directors after instructing them not to copy or transfer any of this information to others (2). They then used the information in a respectful way, getting in contact with the individuals, appreciating their openness and starting the dialogue (3). I usually made this transparent to the respondents who received their personal feedback. However in some cases, due to time constraints, I did not manage to do so. I feel this has been ethically acceptable as the respondents did not share the information with me in person. However, I verified later with the respondents and the CBs on the respectful handling of the information (4). We did not have any complaint about confidentiality or breach of trust across the whole programme. I take this as a confirmation that ethical questions were addressed in an appropriate way. In the future I will include a more formal supervision process in the BDaC Standard Operating Procedure (5).

In any case, the ethical standards as well as the research programme as such required me to act as the role model for the cross-cultural collaboration. In practical terms this meant to demonstrate a non-judgmental mindset and a client-centric attitude. It was not important that my interventions, models and surveys were implemented to achieve my research targets, but to execute what was important for the teams in the moments of collaboration.

5.3 The role of HR and the L&D department in the research study

Next to my own role I should discuss the importance of Human Resources (HR) and Learning & Development (L&D) departments for the completion of this study.

Involving the HR management in Western Europe and at Huawei's headquarters in China acknowledged their role in people management and organisational development and helped to get the BDaC programme integrated in the company processes. At the same time, HR might be seen as a controller in evaluating people's performance and could be regarded as a potential threat to the Huawei participants. Therefore, I used general HR resources only in a limited scope when conducting exit interviews, which they did in any case, in adding culture-related questions and feeding aggregated responses back to me.

In Huawei the L&D department is positioned within the HR division. Their role is to organise and facilitate trainings and coaching. From my own experience they evoke much more positive perceptions with employees in their role as supporters and partners. Moreover, I was able to build on a personal relationship with Peter Hijgenaar, the Head of L&D department, with sharing common goals in improving business performance and satisfaction across cultures and mutual understanding on ways to achieve this, for instance by listening, coaching and leading by example. The relationship between Peter and me in the BDaC programme could possibly be seen as a role model for cross-cultural cooperation of scientist (me) and practitioner (him), of a more cognitive (me) and a more empathic (him) approach. Within the BDaC organisational setup for Huawei, we were the programme directors (see Appendix D – SOP Chapter 3) and jointly facilitated most of the workshops. Peter provided supervision (see Chapter 5.2) and has been an inspiring discussion partner for the development of the interventions. We jointly interpreted data and he reviewed my concepts on BDaC and the tools, like the ICLS. This brought in new ideas, helped me to ensure objectivity (see Chapter 5.1) and also took off some of the work load in the programme execution. To give participants choices they could either discuss with L&D (Peter) or Business Consulting (me) depending on their preferences. The L&D department also collected non-tool based data to decouple the BDaC programme from any conflicting interest with my role as Business Consultant and line manager.

For the further application of the BDaC programme in other companies and environments I strongly recommend a project director setup that combines the business part with the learning & development part. Based on the project experience, this setup is made obligatory in the SOP.

5.4 Confidentiality and Data Security

All individual data has been kept confidentially. Filters in the SurveyMonkey tool have been set so that only aggregated data has been visible and only this has been used for statistical evaluation. Any personalisation of the survey responses with name and contact details has been voluntary and needed to be filled out by the respondent if he/she was willing to share this information – see also the CSS, ICLS and Mini-CQS in the appendix. Data from groups with less than five respondents has been discarded. Within the surveys I collected information about the cultural groups, their origins as Chinese Expatriates, Locals (Westerners), and Local Chinese as those Chinese that stayed in the local country before and had a local contract. For programmes with many responses I differentiated between the groups to evaluate on differences. In surveys with less than five responses per group I consolidated all responses and did not differentiate on the cultural background.

Cultural Brokers (CBs) play an important role in the BDaC programme (see Chapter 6.4). The CBs are trusted partners by the programme directors, the management and the team members. They also got access to the raw survey data to analyse it and discuss with the programme directors on conclusions, interventions and any other actions. Survey respondents were asked to leave their name and contact details for follow ups on a voluntary basis. This information has been shared with the CBs for the above purpose. Before the nomination of the CBs I instructed them on the ethical standards and how to use personalised information. Even when respondents left their name and contact the CBs had to keep this information exclusively for the dialogue with the individual respondent and not to make their responses public (see previous Chapter). All CBs had to agree to this rule before they were assigned to the position and before they got access to the detailed data.

All data has been stored on an external hard drive in a non-personalised format. The related computer was disconnected from the internet when data was accessed. The computer was also firewall protected. I used a private computer that was not connected to the company's internal network.

5.5 Neutrality in the literature analysis and in the research design

Most of today's literature on leadership as well as on intercultural management is written by Western authors. In this Western cultural ethos the individual is at the centre of attention and is in control of his or her life. This principle is not followed in an Asian cultural ethos (Nisbett 2003). Differences in the social hierarchy between Western and Eastern cultures might have an impact on what is seen as acceptable in leadership style and communication (Nangalia 2010). During the literature review I gave attention to include views on intercultural leadership and communication which originated from different cultural backgrounds, i.e. also including Asian authors and viewpoints. This should be reflected in the

analysis of the different cultural models and tools in Chapter 3.2. The same applies then for the project design, the questionnaires, the interviews and the assessments: being open-minded, not judging from my own cultural background.

I worked closely with Asian universities and authors. My consultant, Prof Soon Ang, has an Asian cultural background and reviewed my work also under these aspects. Furthermore, I conducted the research project in close co-operation with the Huawei University, based in Shenzhen, China, to get their feedback. Ultimately, they would need to buy in to the research design to implement the findings within the company. The Huawei HR team reviewed the conformity of the study with the company's value and ethical standards. During the time of the research study, the company initiated an organisational improvement programme on core values and global leadership, in which the BDaC programme was placed as one of the initiatives. The intentions of the research study and its application in the BDaC programme are fully aligned with the Huawei core values. It particularly serves the drive towards customer centricity, openness towards customers, and the company's and individual's integrity.

After discussing the methodologies and the ethical principles on how to conduct the study I now take a look at the project design.

6 Project Design and Activities

6.1 Overview

I structured the project into five phases:

- Phase 1 - Preparation

In this initial phase I defined the research topic, the challenges in the business and the demands for the study. I reviewed existing literature, particularly on cultural models and their usefulness for the study. I gathered information on the situation within the company and the desired goal after successful interventions, through existing data analysis and through individual interviews. I formulated the research hypotheses and the methods on how to explore their validity. I used the internal data and the insight from customer satisfaction surveys to develop the Intercultural Leadership Survey (ICLS) as one of the tools for the BDaC programme.

- Phase 2 – Tool Validation

I took the ICLS and the insights from cultural models to design a Huawei internal cross-cultural leadership seminar. I validated the ICLS on its relevance in applying it to

high performing team assessment. The results were cross-checked with other data sources as well as interviews and feedback from seminar participants including the team leaders, and from observers. I applied components of the cultural models as described in Chapter 3 and interventions in the seminars and gathered feedback on their effectiveness through After Action Reviews (AAR) and individual interviews. Finally, I developed a first version of the Business Development across Cultures (BDaC) programme for piloting in a customer project.

- Phase 3 – BDaC Pilot

I applied the BDaC programme in a pilot with 83 participants from Huawei and Deutsche Telekom with surveys, workshops, and other interventions, measuring response and effectiveness through interviews and AAR over a period of 9 months, modifying the design of the workshops and the interventions accordingly. After this time I measured the effectiveness of the BDaC programme on customer satisfaction, Huawei internal general satisfaction, leadership performance, and team collaboration. Based on the pilot data I developed Standard Operating Procedures (SOP) for the BDaC programme.

- Phase 4 – BDaC implementation

I implemented the BDaC programme to three* further projects with 109 participants and a comparison project, and measured the effectiveness at the end of the programme through CSS, ICLS, Mini- CQS and interviews. The role of Cultural Brokers has been a major research topic during this phase.

- Phase 5 – Reporting of results

I analysed the measurements and interviews to validate the research hypothesis and disseminated the results.

* In total I started four projects within Phase 4. However, one of the projects did not go through the BDaC programme but participants only conducted surveys. This is referenced as 'comparison project'. For more details see Chapter 6.6.

Table 6-1 shows the structure of the programme with its five phases. The individual phases are described in further detail in the following chapters.

See also Figure 4-2 in Chapter 4.2.3 that relates the phases 1 to 3 to the action-reflection cycle.

Phase	Topic	Activity	Deliverables	Timeline
1	Preparation	Formulate Research Hypotheses; Baseline data collection and analysis	Development of Intercultural Leadership Survey (ICLS) and Customer Satisfaction Survey (CSS)	Oct 2013 – Feb 2014
2	Tool Validation	Apply ICLS, CSS and cross-cultural interventions in seminars and validate effectiveness	Blue Print of Business Development across Cultures (BDaC) Program	March – June 2014
3	BDaC Pilot	Apply BDaC to business project; modify interventions and measure effectiveness	Results on effectiveness and BDaC SOPs	July 2014 - March 2015
4	BDaC Implementation	Facilitate three further projects and control project; measure results	Results of exploring Research Hypotheses	April 2015 – June 2017
5	Reporting of Results	Analyse and disseminate results	Dprof Research report	Jan – Sept 2017

Table 6-1 Structure of the research project

6.2 Phase 1 – Preparation

6.2.1 Activities in the preparation phase

Apart from the literature review and the expansion of my own knowledge, the first months of the project were designed as groundwork to find out the real issues on cross cultural collaboration and collect any suggestions that already existed to overcome cultural conflicts. For this I talked with executive managers, as well as with employees. I arranged structured exit interviews with those who left the company to identify patterns on cultural issues and gather suggestions on interventions to manage them better throughout the programme. I exchanged the findings with the headquarters' management to include their insight. Finally the study benefitted from ongoing Intercultural Seminars and coaching that I conducted with the Learning & Development team in Huawei Western Europe. Within the seminars we continuously gathered feedback on ways to improve the co-operation within the company across the cultures. Furthermore, I talked with customers on their perception about Huawei's performance in interpersonal and inter-team collaboration and communication. Table 6-2 presents an overview on the activities within the preparation phase.

Activity	Setup			Purpose	Time Frame
	Type	Participants	Duration		
,Exit' Interviews	Open discussion/ questions not leading/ not judging	10+	60 min	Identify reasons to leave Cultural challenges from employee perspective	Oct 2013 – March 2014
Executive manager survey and interviews	Survey and open interview with structured questions	22 (11 Local, 11 Chinese)	30 min interview or survey with open questions	Identify challenges from management perception: - development needs for staff - cultural impact on business Gather suggestions for change - their belief on what might be effective - the design of a cultural development programme	Nov-Dec 2013
Interaction with Headquarters	Interviews; Guided questions	3	3 h + 1h after preparation phase	Engage HQ in the programme; Collect perception of needs from worldwide market; Align interventions	Oct 2013; Jan 2014
Learning & Development insights	Feedback questionnaires; Verbal feedback Own observations	~40 (20+20)	Continuously gathered information	Feedback on cultural issues; Suggestions for interventions; Feedback on existing seminars	Oct 2013 – March 2014
Customer Interviews	Open discussions and review of customer satisfaction surveys	10 from two companies	15-30 min	Identify the key issues from customers on cross-cultural collaboration and measures for improvement	Oct 2013 - March 2014

Table 6-2 Activities in the Preparation Phase

6.2.2 Measures of Success

This chapter describes the options and conclusions on how to measure the subject of the research study.

The basic thought is that sustainable change in a business environment only happens if it improves the performance. The change programme needs to be driven by the management and the management is driven by results.

What are performance measures for an intercultural development programme?

1. Commercial results / business performance

For a company, the ultimate goal is to improve their business results in terms of direct sales. However, there are a number of, and very different, longitudinal and latitudinal influences on the sales success. Changes in the customer's economic environment, in the market demands, in the competition, in the product quality and delivery may all have an impact on the final business success. Cross-cultural interventions on relationship building and programme management might be only one influence. From my investigations the correlation of the cross-cultural development programme with the sales result cannot be reliably measured.

Customer Satisfaction can be measured within the business development programme, particularly if customers participate in the programme. Discussions with the Huawei management showed that the increase of customer satisfaction is regarded as a prime goal and is believed to influence the sales success in the mid to long term. Interviews with customers confirmed this impression. Managers of the BDaC Pilot programme expressed their belief that higher customer satisfaction leads to better business results. Research studies come to similar conclusions (Anderson, et al. 1994; Zhang and Pan 2007 – see Chapter 1.4).

2. Team performance

According to the Exit and Manager interviews, the team performance and its effectiveness in the business handling has an impact on the business results. As the leader is supposed to have a larger influence on the team performance, his or her leadership style should also be taken into the analysis. Interviews with customers confirm their expectation on the correlation of team performance with business results.

A direct measure of team performance in task performance – in terms of delivering a result with quality in a given amount of time – became difficult as the teams rarely faced repetitive tasks in their business. Indirect measures through customer satisfaction might be more reliable.

3. Employee Leave rate

A different target parameter would be to analyse and optimise the internal cost for the delivery, particularly the personnel related cost. A reduction in the employee leave rate would not only improve the company's reputation in the market but should also reduce total labor cost. Any exchange of personnel results in additional human acquisition cost, training, and a lack of continuity and stability in the working process. Considering the leave rates and the remarks in the exit and manager interviews about the leavers on the stability and employee satisfaction, the reduction of leavers might be a good target to improve the company's internal performance. However, the correlation with the customer satisfaction is not clear. In fact, customer complaints targeted more on business discontinuity due to exchange of expatriates.

I left the employee leave rate optimisation for further study and phrased the research objective as

'The benefits of applying Cultural Intelligence concepts to customer satisfaction and team performance'

6.2.3 Data Collection

During the preparation phase most data was collected using qualitative methods such as interviews, using guiding questions to compare and aggregate answers later on. I added three standardised questions to the exit interviews and instructed the interviewers on how to approach the candidate in a non-influencing way to get objective and honest responses, see Appendix B, for the Exit interviews and Appendix C for the Manager interviews.

At this stage the focus has been less on the comparison of answers but in identifying patterns that help to prioritise and focus the later design of the questionnaire and the interventions on the key issues. For the exit interviews I chose an open format receiving any feedback on organisational improvements, not leading the discussion in any way towards intercultural conflict analysis. People leaving the company might show dissatisfaction with any subject that is presented in the discussion – any priming in determining the agenda of the discussion had to be avoided.

I applied thinking and methodologies of grounded theory. The overall flow in the preparation for the design looked like this:

1. Interviews to gather issues/demands/required competencies
2. Coding and structuring of responses into categories /partly predetermined coding
3. Developing drafts on interventions with questionnaires, interviews, training, coaching
4. Consider existing models and research results for final shaping and validation
5. Final intervention programme and model/theory

Concerning the sample size I refer to the idea of saturation from grounded theory. According to Charmaz (2006) one should stop collecting data when the categories or themes are saturated: when gathering fresh data no longer sparks new insights or reveals new properties. I gathered the exit interview feedback in two phases. A first evaluation after 6 months with 12 responses already provided the categories within Appendix C. The second phase with additional 25 responses gave more detail to the categories. The last responses from the last interviews did not show any new aspects, but confirmed the issues that had been raised in former interviews. The responses from the 22 executive managers showed clear patterns and correlated with expressed views from other managers in the cross-cultural workshops. We can expect that the responses from the leavers as well as those from the executive managers represent the views of these groups in Western Europe.

6.2.4 Design of the Customer Satisfaction Survey (CSS)

To validate Hypothesis 1 (H1):

The BDaC programme results in higher customer satisfaction and business performance

I chose a combination of a Customer Satisfaction Survey (CSS) and interviews, in line with the researchers' suggestions using a variety of methods and particularly mixed methods for cultural model validation (see Chapter 3.2.4).

For the later use in the BDaC projects the CSS should meet the following requirements:

1. It should address the key issues that customers have in the collaboration that might be caused by different company cultures and the verbal and non-verbal interactions.
2. It should be focused on a few questions to get the customers' buy in, motivation and willingness to participate and respond to the survey.
3. The questions should be endorsed by the customer and Huawei management as relevant and representative.

At that time I worked in Huawei as CTO for the Vodafone account. The Vodafone Group had designed a standardised internal supplier performance questionnaire that they used across their national operations and in their global team for all their suppliers' assessment. The survey contained 45 questions covering the following areas: commercial, delivery, relationship, and quality.

I considered instead of creating my own questions to choose relevant and representative questions from this survey. I discussed this approach with Huawei's HR team and with the

performance management department which is in charge of the supplier survey management. They connected me with the responsible Vodafone department and I gained permission to use questions from the survey. Both parties were very supportive and agreed with the approach not to 'reinvent the wheel' and using questions that were already familiar to the participants.

For the selection of questions I referred to the former seminars between Vodafone and Huawei and the issues that stood out there, dealing with communication, collaboration, and culture. I selected six questions for the discussion with Vodafone and the Huawei performance management team. In this dialogue we reduced to four questions. By coincidence they showed low customer satisfaction scores and were regarded as crucial for the business performance in the Exit and Manager interviews.

The selected four questions are:

1. To what extent does the Huawei <PROJECT NAME> team communicate in a way that demonstrates speed, simplicity, and trust?
2. How would you rate the Huawei <PROJECT NAME> team's communication with regards to changes in the project plan and the delivery?
3. To what extent does the Huawei <PROJECT NAME> team have a good cultural fit with your team in sharing values and aligning to establish the best way of working?
4. How would you rate the Huawei <PROJECT NAME> team performance in listening, learning, and reacting to your feedback?

Before I started the first BDaC project I discussed the questions with the HR team from Deutsche Telekom for their approval and they agreed to these questions and promoted the BDaC CSS within their project organisation. I added two open questions on Huawei's strengths and weaknesses. In the second survey (post & retro-pre) participants were also asked what improved during the programme. For the full CSS as post & retro-pre version, see Appendix H.

In order to compare the customer view and the Huawei self-view these four questions are also included in the Huawei internal survey, the ICLS (Intercultural Leadership Survey) that is described in the next chapter.

The Customer Satisfaction Index (CSI) is the numerical mean value of the responses to the four questions in the CSS.

6.2.5 Development of the Intercultural Leadership Survey (ICLS)

The research programme should not only improve the customer satisfaction and business performance. My intention is to show that this comes along with a better team satisfaction and a higher performance:

Hypothesis 2 (H2): *The BDaC programme results in higher team satisfaction and performance*

In other words, the research programme has a double, and if I consider also the individual cultural intelligence in Hypothesis 3 (H3) (see next chapter), a triple effect on customer relation, and team and individual performance.

For the validation of H2 I needed to develop a survey that addresses critical intercultural aspects with impact on business performance. For this I extracted crucial aspects from interviews with managers and leavers, as well as from employee and customer surveys and from intercultural seminars.

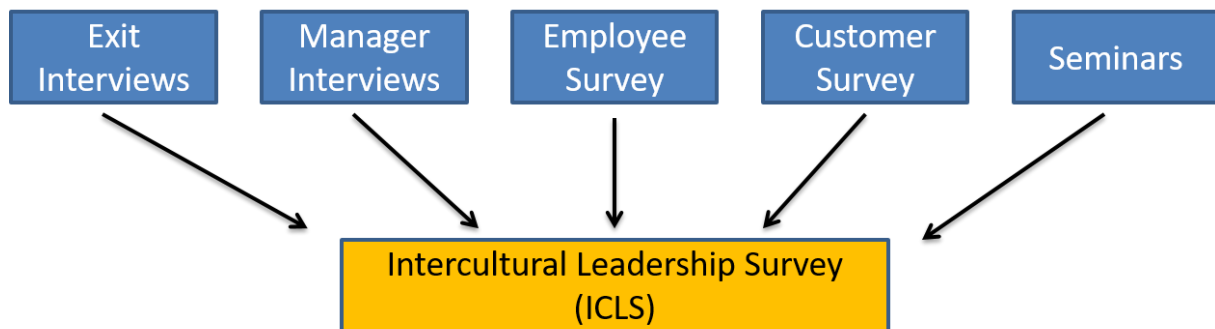


Figure 6-1 Design of the ICLS from different sources

The questions in the ICLS should

- (1) address the key issues that the different stakeholders see in the cross-cultural team performance
- (2) be embedded in the Huawei core values. The survey should be accepted by participants and supported by the management
- (3) be simple to understand for non-native English speakers
- (4) focus on key aspects. The survey should be answered within 10 minutes (15 minutes for the Post & Retro Pre 2nd survey)
- (5) reflect also the relevance of subjects to the team and the cultural groups
- (6) include a self-view on customer satisfaction

Taking all the input from interviews, seminars and research studies into consideration, I identified three factors that determine the validity of the second hypothesis: General satisfaction, Leadership style and performance, and Team collaboration.

General Satisfaction (GS)

Similar to the CSS that is derived from an existing customer survey, I took questions from the internal Huawei Climate Survey (HCS) of the West European Region from December 2012, issued by the HR department. The full survey contains 19 questions and has been responded to by 1160 employees. I selected the six questions for the ICLS in dialogue with HR with the following criteria:

They represent the different dimensions of the Organisational Climate Survey on Teamwork, Leadership, Innovation and Open-mindedness.

They were highlighted as relevant for team performance by participants when answering open questions.

By taking questions from the HCS I had a reference with which I could compare the results to the average figure from 1160 responses in Western Europe. These questions are endorsed by participants and management and link the BDaC surveys to the company's core values.

For the ICLS I took six questions that cover the three areas

- Individual (Q2, Q5)
- Leader (Q1, Q3)
- Team (Q4, Q6)

The questions are also representative for the overall employee satisfaction as their average shows similar scores to the total survey – comparing mean values, baseline HCS 2013.

The first six questions of the ICLS (Table 6-5 on Page 74) are taken from the HCS. The results on these questions form the General Satisfaction Index (GSI).

The other two factors are Leadership and Team collaboration. The GS section already includes two questions on each factor. However the input from other sources like the exit and manager interviews and the feedback from seminars show that other topics needed to be added.

Leadership style and performance

Leavers and local managers consistently highlighted the importance of the leadership style on business performance (see Appendices B and C). In particular they mention trust in the communication and in the relationship, as well as empowerment and career development as essential. Leaders should be task oriented, but also care about their people and encourage them to take risks and bring in their own views.

The leadership section in the ICLS consists of questions Q1, Q3, Q8, Q10, and Q11 as below.

1	I feel that my manager trusts me and cares about me
3	My supervisor takes different views into consideration
8	I have a trustful communication and relation with my supervisor
10	My supervisor cares about my career development
11	I feel empowered to take action and make an impact in my role

Table 6-3 Leadership questions in the ICLS

All questions are focused on the leader/supervisor/manager. The results on these questions build the Leadership Index (LSI).

Team Collaboration

While the exit and manager interviews already pointed out the cultural differences and the challenges with leaders from different cultures, the impact of cross-cultural collaboration was highlighted even further in intercultural seminars that we held during the preparation phase of the study. Q9 looks at the general relationship and the communication across the cultural group and Q7 looks on the more specific work-related part. The use of English as common language has been identified by many respondents in the exit and manager interviews as well as in seminars Q12. Finally, Q14 asks for the self-assessment on the team's performance, which completes the team collaboration as shown below:

4	My team is open minded, progressive, innovating and improving
6	The working climate in my team is healthy and positive
7	In my team I find good collaboration between Locals and Chinese
9	I have trustful communication and relations within my team across cultures and nationalities
12	The team communication is in English
14	I think our team is a high performing team

Table 6-4 Team Collaboration questions in the ICLS

All questions are focused on the team and the team collaboration. The results on these questions build the Team Collaboration Index (TCI).

Leadership style, common language and cross-cultural team collaboration were pointed out as essential in the interviews and in the seminars. Therefore I grouped the questions in the ICLS around these topics. However, in principle the project teams could have different opinions. To ensure that the ICLS covers the questions that are relevant from their perspective, I included three further statements on the importance of these three aspects

(Q13, Q15, Q16). I was also curious to see whether any differences become apparent across the cultural groups on the relevance. This should allow in the evaluation to identify gaps between the relevance (or 'should be' state) and the actual situation ('as is' state) on these three factors. The responses to the statements are not evaluated in the numerical analysis.

Questions 17 to 20 are a self-assessment on the team's performance towards customers and are taken from the CSS. The table below shows the full set of quantitative questions of the ICLS with their sources and their groupings.

Aspect	#	Question	Taken from
GS,Lead	1	I feel that my manager trusts me and cares about me	Huawei Employee Survey
GS	2	I think my opinion counts at work	
GS,Lead	3	My supervisor takes different views into consideration	
GS,Team	4	My team is open minded, progressive, innovating and improving	
GS	5	I have had opportunities to learn and to grow in the past	
GS,Team	6	The working climate in my team is healthy and positive	
Team	7	In my team I find good collaboration between Locals and Chinese	Seminars
Lead	8	I have trustful communication and relations with my supervisor	Exit and Manager interviews
Team	9	I have trustful communication and relations within my team across cultures and nationalities	Seminars
Lead	10	My supervisor cares about my career development	Exit and Manager interviews
Lead	11	I feel empowered to take action and make an impact in my role	
Team	12	The team communication is in English	
	13	Using a common language on all communication is important for the performance of the team	Statement on relevance
Team	14	I think our team is a high performing team	Study objective
	15	I believe that the leadership style has an impact on the team performance	Statement on relevance
	16	I believe that the collaboration between Chinese and Local colleagues have an impact on the business results of the team	Statement on relevance
CSS	17	How would you rate your team's communication to the customer with regard to changes in the processes that may impact the timely delivery of products and services?	Customer Satisfaction Survey
CSS	18	To what extent does your team communicate to customers in a way that demonstrates Speed, Simplicity and Trust?	
CSS	19	To what extent does your team have a good cultural fit with the customer in sharing values and aligning to establish the best way of working?	
CSS	20	How would you rate your team's performance in listening, learning and reacting to customer feedback on their experience (lessons learned from previous projects,...)?	

Table 6-5 The composition of the ICLS

The ICLS is complemented by two open questions at the end that ask for the strengths and weaknesses of the team related to customer satisfaction and their business impact. Participants are also encouraged to suggest action for improvement.

For the first version I used a five-item Likert scale. On questions 1 to 16 the participants were given the options 'totally not', 'hardly', 'moderately', 'largely', and 'fully', on the customer satisfaction self-assessment questions 17 to 20 a five level scale from 'very low' to 'very high'.

At that point I considered doing a factor analysis. Factor analysis is a technique that is used to reduce a large number of variables into fewer numbers of factors. This technique extracts maximum common variance from all variables and puts them into a common score (Bryant and Yarnold 1995). A Confirmatory Factor Analysis (CFA) has been in discussion. The CFA is used to determine the factor and factor loading of measured variables, and to confirm what is expected on the basis or pre-established theory. In my case the CFA could confirm the factors in the ICLS as (a) General Satisfaction, (b) Leadership performance and (c) Team Collaboration. The option was to do a CFA in Phase 2, the tool validation, with the first surveys. Before going through the statistical process I asked myself what different choices I had of grouping the questions, i.e. what alternative results a CFA could provide.

The first six questions are grouped in the ICLS under the term 'General Satisfaction', as their origin is the Huawei Climate Survey (HCS), which is supposed to measure this overall satisfaction. The selected questions cover all the different aspects in the HCS. With the ICLS and the interviews I intended not only to collect the data for statistical analysis of H2, but also to gather additional information to interpret the results. The information on General Satisfaction, called General Satisfaction Index (GSI), brings the observed team into relation with the Huawei Western Europe satisfaction index. A GSI that is much higher than the HCS value indicates a highly satisfied team, a GSI that is much lower than the HCS value an unsatisfied team. For this comparison the first six questions need to be grouped together to build the GSI. As pointed out above, all the questions on leadership include the term 'supervisor', 'manager', or 'leader' or deal distinctly with the LMX relationship. Similarly all questions in the team collaboration section focus distinctly on the team, its performance, and the cross-cultural collaboration.

As an alternative to the CFA I conducted an alpha reliability analysis (Cronbach 1951). Cronbach's alpha is a measure used to assess the reliability, or internal consistency, of a set of scale or test items. Reliability defines how well a test consistently measures what it is supposed to measure. Cronbach's alpha is most commonly used to see if questionnaires with multiple Likert scale questions, such as in the ICLS, are reliable. As a rule of thumb, a score of more than 0.7 is considered acceptable (Nunnally 1978). However, alpha is also sensitive to the number of items in a test. A larger number of items in a test can result in a larger alpha, and a smaller number in a smaller alpha. Therefore the results of the alpha analysis should be considered as indicator that might require gaining further knowledge about the internal

consistency of the data (Tavakol and Dennick 2011). I use the alpha analysis for the three factors in Phase 2, when doing the ICLS tool validation, and I check alpha values for all the projects. I discussed the structure and composition of the ICLS with the Learning & Development department in Western Europe and Huawei's HR team at Headquarters. During this process questions were included and others disregarded and sequences were changed. The stakeholders agreed on three categories 'General Satisfaction', 'Leadership', and 'Team Collaboration' without further factor analysis. The above Table 6-5 describes the ICLS as I took it into Phase 2, the tool validation.

Another discussion is whether the three categories General Satisfaction, Leadership, and Team Collaboration fully describe H2 that claims 'higher team satisfaction and performance'. The thinking behind the survey construct is that team satisfaction and performance, i.e. how the team members feel and perform, is indicated through these three aspects on how they are generally satisfied with the work place, on how they think their leader performs and how they think they work together as a team. However, the intention of the research study is not to explore that General Satisfaction, Leadership, and Team Collaboration are factors of Team Satisfaction and Performance. In the analysis I evaluate all three aspects separately and altogether. This means I split H2 into three sub-hypotheses

- H2/1 The BDaC programme results in higher individual satisfaction
(measurement criteria: GSI)
- H2/2 The BDaC programme improves the leadership performance
(measurement criteria: LSI)
- H2/3 The BDaC programme improves the team collaboration
(measurement criteria: TCI)

H2 would only be accepted if all three sub-hypotheses are met.

6.2.6 Individual performance measurement through the Cultural Intelligence Scale (CQS)

Hypothesis 3 (H3) is related to the individual performance in the sense of Cultural Intelligence as characterised as 'an individual's capability to function effectively in situations characterised by cultural diversity' (Ang and Van Dyne 2008).

H3: The BDaC programme develops the individual's cultural intelligence

The corresponding survey tool, the Cultural Intelligence Scale (CQS), has been validated through a variety of measurements and in different environments. Some studies already demonstrated the effectiveness of CQ training on job performance (see Chapter 3.2.3). This

research study intends to prove the effectiveness of the BDaC programme, which contains a set of interventions, on cultural intelligence (see Chapter 6.3 for the interventions).

Phase 2 – the tool validation – focused on the use of CSS and ICLS. The CQS has been validated before in several studies. However, I also introduced the 20-item CQS during that phase and also later with the BDaC pilot (Phase 3). I experienced some push back in using the questionnaire in the projects. Participants mainly argued to reduce the number of surveys and not to ask too many questions. Another challenge was asking people to provide observer reports – for more details see Chapter 6.3, 6.4, and 8. Finally, I had to make some trade-offs. As the main focus of the study was to show the overall impact on business performance and team effectiveness, I reduced the arrangements on the individual performance validation and convinced the teams to use the Mini-CQS, a 9-item scale that also covers all CQS aspect (see Appendix G). Huawei participants reported on the Mini-CQS before and after the projects.

6.2.7 Further insights in the preparation phase

I gathered further insights through cross-cultural workshops in Germany and UK with the Chinese and Local management teams. These seminars were supposed to become part of a Cultural Development Programme (CDP). However, it turned out that this term polarised Chinese and Local team discussions on the ‘right’ way to act. Particularly some local managers expressed that they did not believe in change and did not want to spend additional energy on the subject. Some of the Chinese managers did not see any problems and therefore no need for action, others felt that the delivery of results was more important than the team collaboration. However, a subgroup of Chinese and local managers identified issues in the cross-cultural collaboration and wanted to take action. They contributed constructively in the seminars with their own ideas.

Insight 1: Cultural Motivation is crucial for the success of behavioural change.

Corresponding operational procedure:

Start cultural management programme with selected, highly motivated teams; demonstrate the effectiveness and the benefit, then enlarge the group. This led in the BDaC programme to the positioning of Cultural Brokers (CB). See Chapter 6.4 for an introduction of the cultural broker concept.

From the investigated cross cultural competence models, only the Cultural Intelligence model highlighted the motivational aspect for successful behavioural change. The cultural intelligence (CQ) concept became a central part of the following workshops and the BDaC programme.

Insight 2: Change does not happen in a workshop

Corresponding operational procedure:

People welcome a cross-cultural training, as long as it does not touch them personally asking for change. A training course might be even counter-productive as it leaves the impression that everything is done. Instead, any intervention needs to become part of a cultural business development programme.

The BDaC programme is described as a 6-12 months programme with different interventions and measures. See also Appendix D for a detailed description of the BDaC programme.

Insight 3: A cultural business development programme needs to have management buy-in

Corresponding operational procedure:

Top/Down approach is essential for a change management programme. The Business Development across Cultures Programme starts with the presentation to the management, their buy-in and message to the participants.

The top/down hierarchical approach as such is subject to cross-cultural sensitivity. In a high PDI society (see Chapter 3.2.2) people expect to get direction from their superiors and might only act upon these directions.

I finished the preparation phase with the ICLS and CSS as measurement tools that integrated all the insights from seminars, exit and manager interviews, internal and customer surveys and the understanding of the operational procedures in setting up a cross-cultural business development programme. At that stage I considered including customers in the programme and aim for their satisfaction in the collaboration as the key measure for the business performance change.

As next step in Phase 2 the ICLS needed to be validated within the company and the business development programme further defined and initiated.

6.3 Phase 2 – Tool Validation and design of BDaC programme

6.3.1 Test group for tool validation

In the preparation phase I defined the methodology for the research design and reviewed the literature on cultural competence, in particular the existing models, to identify components and tools for the business development programme that resulted in the design of the surveys. In the next phase these needed to be validated with a test group. Furthermore, the business development programme needed to get designed for the first execution in the BDaC pilot in Phase 3.

For the tool validation and design of the BDaC programme I used

- insights from the Preparation Phase as described in Table 6-2,
- existing cultural competence models, like the CQ model, and the intercultural traits, attitudes and worldviews of the GCI and GMI (see Chapter 3.2.3),
- interventions from the cultural group models, particularly from Lewis and Meyer (see Chapter 3.2.2),
- research articles and insights from my participation at conferences on intercultural management, like the ICF Cultural Competence Conference in Washington D.C., 24, 25 Oct 2013, and SIOP 2015 in Philadelphia, PA, April 23-25,
- research insights and suggestions received via my consultant, Professor Soon Ang, Nanyang Technological University in Singapore,
- results from the Company Climate study that are related to cultural aspects. The Company Climate study 2013 has been one reference for the later exploration of effectiveness of interventions in comparing the GSI with the Western European HCS figures.
- my own experiences as a manager and employee within Huawei Technologies and as a trainer and coach.

In March/April 2014 I conducted a survey using the ICLS tool and interviews on intercultural leadership and team management with three teams within one of Huawei's business units in Western Europe. The teams were selected based on upfront interviews with managers of the business unit that characterised the three teams as outstanding in their performance. The managers expected them to show in their self-assessment good results in team satisfaction and leadership perception. Considering the requirements for quasi-experimental designs (see Chapter 4.2.3), the three teams showed similarity in their tasks, all belonging to the same business unit, their sizes and their distribution of Locals and Chinese. The purpose for the survey and the interviews was to validate the ICLS in identifying high performance

intercultural teams and to get indicators on how a perceived cross-cultural leadership style and team climate is reflected in the participants' self-views on customer satisfaction, business results and overall team performance.

The ICLS was sent to the 30 employees of the three teams, using the Huawei internal web-survey platform. 27 employees (90%) participated in the survey, 13 Chinese Expatriates, 11 Locals and 3 Local Chinese. The survey consisted of the ICLS as in Table 6-5 plus three questions on the participants' view on their team performance compared to other teams in the company, related to employee satisfaction, customer satisfaction and business results. The 20 ICLS questions could be answered on a 5-scale Likert scheme; for the comparison questions 21 -23 I used a 10-scale scheme to position performance of each team against others (1=much worse; 5= equal; 10=much better).

6.3.2 Analysis of results

Following the rules of Chapter 5.4 individual cultural group results are only shown for Chinese (N=13) and Locals (N=11), but not for the Local Chinese group (N=3 < 5). However, all responses are included in the 'total' figure.

I calculated Cronbach's alpha for the aspects General Satisfaction (GSI), Leadership (LSI) and Team Collaboration (TCI) to test the reliability of each set of questions (see Chapter 6.2.5).

Diverging from the managers' initial expectations, the results differed between the teams. Particularly Team A showed lower satisfaction and performance figures. In order to quantify the significance and relevance of these differences I performed two-sample t-tests, assuming unequal variances, evaluating p-values for a two-tailed test. This reflects that before the test I had no knowledge or assumption on which team might perform better. The concluding statistics paragraph includes the test results. In the aspect analysis (GSI, LSI, TCI) I use the term 'significant' if the t-test met the $p < .05$ criterion and the term 'notable' if this was not met.

Part 1: General Satisfaction Index (GSI) - General Company Climate part

Six questions were taken from the Huawei Company Climate survey that are related to leadership, team climate and cultural values (trust, empowerment, individual development) as introduced in Chapter 6.2.5.

#	Question	Total (N=27)	Team A (N=10)	Team B (N=8)	Team C (N=9)	Chinese (N=13)	Locals (N=11)	HCS N=1160
Q1	I feel that my manager trusts me and cares about me	4.19	3.70	4.50	4.44	4.38	4.18	3.97
Q2	I think my opinion counts at work	4.00	3.80	4.25	4.00	4.23	3.82	3.88
Q3	My supervisor takes different views into consideration	4.07	3.70	4.38	4.22	4.15	4.09	3.92
Q4	My team is open minded, progressive, innovating and improving	3.89	3.30	4.13	3.89	4.08	3.82	3.97
Q5	I had opportunities to learn and to grow in the past	3.70	3.70	4.13	3.78	4.23	3.27	3.86
Q6	The working climate in my team is healthy and positive	4.04	3.90	4.25	4.22	4.23	3.91	3.9
	GSI Mean	3.98	3.68	4.27	4.09	4.22	3.85	3.92
		$\alpha=.87$						

Table 6-6 ICLS General Company Climate in comparison with Huawei Climate Survey (HCS) (scale 1-5)

Findings:

- Total GSI on the three pilot teams slightly above HCS (3.98 vs 3.92)
- Significant differences between team A and team B and notable differences between Teams A and C; notably higher values for Teams B and C compared to HCS – see statistical analysis below
- Higher ratings from Chinese compared with Locals (4.22 to 3.85).

Part 2: Leadership Index (LSI) - Leadership Style

#	Question	total	Team A	Team B	Team C	Chinese	Locals
Q1	I feel that my manager trusts me and cares about me	4.19	3.70	4.50	4.44	4.38	4.18
Q3	My supervisor takes different views into consideration	4.07	3.70	4.38	4.22	4.15	4.09
Q8	I have a trustful communication and relation with my supervisor	4.15	3.60	4.50	4.44	4.31	4.09
Q10	My supervisor cares about my career development	3.78	3.30	4.00	4.11	4.15	3.45
Q11	I feel empowered to take action and make an impact in my role	3.81	3.50	4.13	3.89	4.23	3.64
	LSI Mean	4.00 $\alpha=.91$	3.56	4.30	4.22	4.24	3.89
Q15	I believe that the leadership style has an impact on the team performance	4.33	3.90	4.38	4.78	4.54	4.18

Table 6-7 Leadership style assessment and views on the relevance of leadership style (Q15) (scale 1-5)

Findings:

- Significantly higher satisfaction with the leader in Teams B and C compared to Team A.
- Higher satisfaction of the Chinese employees with their leaders compared to the Locals. Largest gap in the perception of career development opportunities ($\Delta = .70$) and in the empowerment ($\Delta = .59$)
- Relevance of leadership style on team performance considered as high across the teams and the cultural groups (team A lower on satisfaction and on the relevance)

Part 3: Team Collaboration Index (TCI)

#	Question	total	Team A	Team B	Team C	Chinese	Locals
Q4	My team is open minded, progressive, innovating and improving	3.89	3.70	4.13	3.89	4.08	3.82
Q6	The working climate in my team is healthy and positive	4.04	3.90	4.25	4.22	4.23	3.91
Q7	In my team I find good collaboration between Locals and Chinese	4.04	3.90	4.13	4.11	4.38	3.64
Q9	I have trustful communication and relations within my team across cultures and nationalities	4.11	3.90	4.25	4.22	4.38	3.82
Q12	The team communication is in English	3.85	3.40	4.13	4.11	4.23	3.55
Q14	I think our team is a high performing team	4.15	3.80	4.38	4.33	4.15	4.27
	TCI Mean	4.01	3.70	4.21	4.15	4.24	3.84
		$\alpha=.88$					
Q13	Using a common language on all communication is important for the performance of the team	4.48	4.40	4.75	4.33	4.46	4.73
Q16	I believe that the collaboration between Chinese and Local colleagues has an impact on the business results of the team	4.41	4.30	4.50	4.44	4.54	4.64

Table 6-8 Team collaboration and view on team performance (scale 1-5)

Findings

- Significant differences between Team A and Team B and notable differences between Teams A and C.
- The Chinese employees have a higher view on the team collaboration than Locals ($\Delta=.40$). Despite the lower perception on team collaboration, the Locals regard their teams as high performers.
- All teams and both groups - Chinese and Locals - regard a good collaboration between both groups as essential for the business results.
- The perceived reality on cross-cultural team collaboration (TCI) shows a larger gap to its relevance for the Locals (3.84 vs 4.64).
- All teams and cultural groups feel the importance of common language for their performance.
- Teams B and C report much more English communication than Team A.
- Chinese feel that a large part of communication is in English (4.23). However, the perception with the Locals is much lower ($\Delta=.68$).

Part 4 Customer Satisfaction Index (CSI)

The questions for the CSS are taken from the Vodafone survey. Q17-20 of the ICLS present each team's self-view on the customer satisfaction. In the analysis I take the Net Promoter Score (NPS) for each question in Vodafone's survey as a reference. The Net Promoter Score is an index ranging from -100 to +100 that measures the willingness of customers to recommend a company's products or services to others. It is used as a proxy for gauging the customer's overall satisfaction with a company's product or service and the customer's loyalty to the brand. The NPS is a common tool that customers use to assess the quality of their suppliers (Reichheld 2003). This is to note that the NPS is measured on a 10-item scale. For comparison I transferred the categories onto the survey's 5-item scale (scale 5 = promoter, scale 4= passives, scale 1-3 = detractors). The first figure in Table 6-9 is the NPS from the survey participants, the second is the figure that Huawei received from Vodafone.

#	Question	total	Team A	Team B	Team C	Chinese	Locals
Q17	How would you rate your team's communication to the customer with regards to changes in processes that may impact the timely delivery of products and services?	3.85 NPS: -14/38	3.60	3.75	4.22	4.00	3.55
Q18	To what extent does your team communicate to customers in a way that demonstrates Speed, Simplicity and Trust?	4.00 NPS: 0/25	3.90	4.13	4.00	4.31	3.73
Q19	To what extent does your team have a good cultural fit with the customer in sharing values and aligning to establish the best way of working?	4.00 NPS: -3/32	3.80	3.88	4.00	4.23	3.45
Q20	How would you rate your team's performance in listening, learning and reacting to customer feedback on their experience (lessons learned from previous projects,...)	3.89 NPS: 8/34	4.10	3.88	4.00	4.31	3.64
	CSI Mean	3.94	3.85	3.91	4.06	4.21	3.59

Table 6-9 Team view on their performance and behaviour towards the customer (scale 1-5)

Findings

- Less differences between the teams' views on their customer satisfaction, compared to their self-view on their performance (see part 3)
- Locals have a lower estimation on their customers' satisfaction than their Chinese colleagues (3.59/4.21)
- The overall self-view of the teams is lower than the customer's expressed satisfaction, comparing the NPS values. This may speak for self-critical teams.

Part 5 Self-views on performance compared to other teams

I asked the participants for their own view on their team performance compared with other departments in Huawei in terms of employee satisfaction, customer satisfaction and business results as an indication whether intercultural high performing teams might show better results in comparison to others. For this I used a 10 step incremental score with a score of 5 indicating similar performance (1 = much worse; 10 = much better). The numbers in brackets show the percentage of worse/similar/better performance: i.e. (4/26/70) means that 4% of participants feel that their team shows worse performance than others in Huawei, 26% consider their performance as similar and 70% as better.

#	Question	total	Team A	Team B	Team C	Chinese	Locals
Q21	In your view how does your team perform compared to other departments within Huawei, in terms of EMPLOYEE SATISFACTION	7.33 (4/26/70)	6.50 (10/40/50)	8.00 (0/12/88)	7.67 (0/22/78)	7.85 (8/23/69)	7.18 (0/18/82)
Q22	... in terms of CUSTOMER SATISFACTION	7.78 (0/15/85)	7.20 (0/33/67)	8.00 (0/12/88)	8.22 (0/0/100)	8.31 (0/8/92)	7.36 (0/18/82)
Q23	... in terms of BUSINESS RESULTS	7.78 (0/15/85)	7.30 (0/33/67)	8.25 (0/12/88)	7.89 (0/0/100)	8.23 (0/23/77)	7.64 (0/0/100)

Table 6-10 Self-views on team performance compared to other teams in Huawei (scale 1-10)

Findings

- All teams think that they perform better than average in all three disciplines of employee satisfaction, customer satisfaction and business results
- Those teams that report higher rates on leadership style and cross-cultural team collaboration also have a higher self-view on their performance in all three aspects
- Chinese show a stronger belief in the performance of their own team than Locals. However, Chinese show more diverse views on Q21 Employee Satisfaction and Q23 business results (Stdev Chinese = 2.48/2.17, Stdev Locals = 1.33/1.12).

In this phase I was particularly interested to find patterns of behaviour, getting an understanding on what high performing and satisfied teams might do differently to others.

The participants were finally asked to describe what works differently in their teams to most others within Huawei, the only question with text answer.

Most frequently participants mentioned

- Communication and Cooperation within the team (7 times)
particularly between Chinese and Locals (4 times)
trust and tight relationship; internal check of information before external communication
- Supportive team leader (4 times) – empowerment; encourages Local and Chinese interaction
- Customer orientation and communication (3 times)

Two participants requested stronger team collaboration.

Team communication and cooperation were mentioned across all teams. Responses highlighting the team leader support come from teams that also report high leadership style rates in Part 2.

Both aspects were reported similarly by Locals and Chinese – no differences between these groups.

Statistics

The survey results show lower satisfaction and performance of Team A compared to the other two teams. For the evaluation and the following interviews I wanted to know about the significance of these differences, in other words whether the deviations resulted from a few outliers or were consistent across the team. For this I tested the hypothesis that respectively two teams (team A and team B; and team A and team C) perform equal on GSI, LSI, and TCI. Table 6-11 shows the results of a t-test for two teams for both tails, assuming unequal variances.

	GSI	LSI	TCI
Teams A and B	.02	.02	.04
Teams A and C	.19	.04	.15

Table 6-11 p-values for equal performance of team A with the other teams ($p < .05$ significance)

The analysis shows that Team A scores significantly lower than Team B in all three aspects. Compared to team C the significance criterion is only met for the Leadership Index (LSI). However, the p-values still reveal a difference that I call 'notable' in the above evaluations on GSI and TCI. I used this analysis for the discussion with the team leaders.

Interviews

I discussed the results with the three team leaders and held sessions with Teams B and C asking them what they did differently to other teams and what they believed the reason for their high satisfaction and high self-view on performance was.

Team B, the UK team of the business unit, noted the following success factors

- Every 2 months accounts meeting to inform everyone in the team
- Much exchange of information; they spend limited time together but know about the others' work
- They are interdependent, need each other; working on similar projects, know what the others are doing; best practice sharing
- Use WeChat messaging to communicate – Chinese and Locals
- Personal interest of leader in the people gives bonding and feeling of belonging
- Leader gets all functional areas involved
- An open and encouraging culture
- They sometimes push back on customer requirements; align in the team first before communicating to customer; position is backed up by team leader (-> One Team)
- They think that their communication is key
- Monthly learning club for key account team (only UK)
- Being proud of their success - The key account team in UK feels they are better than other UK teams

Team C was distributed across four countries UK, Italy, Germany and Spain with all team members working on different products. They noted as success factors

- Being part of a virtual team that includes account and marketing; much communication with their counterparts in other departments
- Building their own country teams in the virtual team: UK based technical sales team works with UK based marketing
- Clear roles and responsibilities – identification with the job
- Very good communication within the team – knowing what the others are doing – involving them in the whole business
- Having team meetings regularly

Following these interviews I held a workshop with Team A in Spain where the majority of the team was located. I discussed with the team the survey results and the initiatives that Team B and C had reported on. Team A reported on a lack of communication within the team and with the customer, and a missing clarity about the roles. The team as well as the team leader confirmed that the survey reflected the situation within the team and the relationship with

the customer. The team leader defined an action plan with the team taking into account some of the other teams' actions.

6.3.3 Conclusions from the tool validation

The participation rate of 90 % across the teams was much higher than the usual Huawei Climate Survey participation (HCS participation in 2012 has been 43%). This shows stronger interest and commitment in all the teams, probably also due to encouragement of the team leaders. With this we can take the feedback as representative for the teams.

Teams B and C show higher values on the company climate than Huawei average. These are reflected in all analysed categories with higher satisfaction with the leadership style and on the team collaboration, including the intercultural work. Communication in these teams is pre-dominantly in English. These teams also show a high self-view on their performance in employee satisfaction, customer satisfaction and business results. Communication, collaboration and leadership are reported as success factors by these teams. This might be an indication that intercultural leadership and team collaboration indeed drive higher performance in these three aspects.

Team A shows lower satisfaction with the leadership style, on communication internally and with the customer, where the use of English language is pointed out as a specific issue. Correspondingly, the team is less self-confident on its performance and on its customer's satisfaction.

We can see significant gaps between Chinese and Locals' perception of the use of common language, in the feeling of empowerment and in career development. These factors might explain an overall lower satisfaction of Locals in all parts of the study. These differences may indeed reflect a higher satisfaction of the Chinese team members as they operate in a Chinese leadership environment. It may also support the views on the relevance of leader-member relationship where in Eastern cultures the role becomes more important to the relationships (see Chapter 1.3). Chinese employees may express satisfaction with their leader as they respect their roles. The highlighted differences on the use of English as common language, the career opportunities and the empowerment, or lack of such, confirms the responses from the exit and manager interviews and supports the inclusion of these questions in the ICLS. The relevance of career opportunities and empowerment for the local employees confirm the cultural group models' views on individualism (e.g. Hofstede) and autonomy (GLOBE study). We can also note that all cultural groups regard leadership, team collaboration and common language on all communication as essential for their performance.

All teams confirmed in their workshops the relevance of the ICLS in addressing the topics that determine team and leadership performance and customer satisfaction and confirmed

that the numerical results reflect their perceived situation, performance and customer satisfaction. The numerical and qualitative analysis indicates that the ICLS displays well the differences between teams on the three aspects of general satisfaction, leadership and team collaboration. All three aspects show high reliability on Cronbach's alpha (GSI: $\alpha=.87$; LSI: $\alpha=.91$; TCI: $\alpha=.88$). An analysis of all the 13 questions in the ICLS that contribute to GSI, LSI and TCI result in $\alpha=.94$, indicating a strong correlation between the three aspects of general satisfaction, leadership and team collaboration. This resonates with the team interviews where participants stated that a high satisfaction and performance resulted from a good team collaboration and integrative and encouraging leadership style. It is therefore likely that all three aspects point into the same direction and contribute cumulatively to H2 on team performance.

The teams expressed the need for a higher granularity in the answers. In response I enlarged the choices in the answers from a 5-item to a 7-item Likert-scale.

6.3.4 The workshop trials

In parallel to the ICLS validation with the internal Huawei team I designed and facilitated two workshops with Vodafone and Huawei in Germany for preparing the interventions of the Business Development across Cultures programme. The objective was to gain further insight and input from the customer side on cross-cultural issues in the business and to work out the resonance of applying cultural models and methodologies by the participants.

I worked with two teams that worked together on different projects. Team 1 with seven participants from Vodafone and eight from Huawei had their workshop on March 6, 2014; Team 2 with five participants from Vodafone and Huawei each on June 10. For the preparation I interviewed all Vodafone participants on their key issues in 10-15 minute phone calls asking the following questions

- What are your expectations and point of interest for the workshop?
- What issues do you see in the collaboration with Huawei that may have a cross-cultural background?

I gathered the following responses:

1. General topics - Interest

- Learn about Chinese mentality and cultural differences
- Get better understanding of each company's processes and demands

2. *Processes*

- Impression: Missing spontaneity, self-initiative and empowerment; Many alignments with headquarters necessary

Interest: Get to know how the coordination with China headquarters works – how Huawei communicates internally

- Impression: Frequent changes of counterparts

Interest: How to set up a stable and transparent communication channel? Understand the differences between a floating and a structured organisation.

3. *Communication*

- Impression: Information hiding, no direct and honest communication; problems not taken seriously; Language issues

Interest: How to build up trustful communication?

6.3.5 The workshop design

I started the first workshop with a larger session on cultural models and cultural differences using the Hofstede and Lewis models, following the participants' interests. However, the categorisation of national cultures onto a numerical scale for each dimension caused objections. The participants pointed out that the stereotyping character of the Hofstede and Lewis models did not match with their own behaviour or how they perceived the other cultural group to act. This confirmed my view on the cultural group models as characterised in Chapter 3 and I changed the flow in the second workshop following the Cultural Intelligence (CQ) model. I still responded to the demand on learning about cultural differences in introducing the various cultural dimensions, taking Hofstede and Lewis models as reference, but without using any country scales. The cultural dimensions, their definitions and characteristics helped participants to understand cross-cultural situations and describe them in a non-judgmental way, which should improve their cultural competence (see also the Perception Management factor of the GCI in Chapter 3.2.3). However, the workshop should follow the same flow and sequence that I had in mind for the overall BDaC programme. It should demonstrate as a role model how the learning and change process in the BDaC programme is supposed to happen. The workshop has two roles in the programme: in being part of the programme it reflects on the current situation through critical incident analysis and triggers the following actions in the programme, and it shows by example in which way the programme becomes effective, following a CQ process and mindset. Figure 6-2 illustrates the workshop flow based on the CQ model.

High performing multicultural teams



Figure 6-2 CQ model as basis for cross cultural workshop

I used the Cultural Intelligence concept as framework to define stages in the process, starting with the cultural drive and the motivation as enabler and the necessity to gain outperforming results in a multi-cultural team in asking all participants on their expectations. Particularly the Local/European participants showed a large interest in understanding the Asian/Chinese culture. The motivational aspect is crucial to work successfully in a multi-cultural environment (Van Dyne, et al. 2010). People who join the programme and participate in the workshop should become clear about their interest, objectives and expectations. Just participating with a distant mindset would not initiate the trigger for business transformation. The team members from both organisations need to become aware that change in the cross-cultural collaboration only happens if they are going to take the initiative, showing the interest, confidence and drive to adapt cross-culturally. For the motivational aspect it made a difference whether participants chose to join the workshop or whether they were sent from their supervisors. In some cases in the workshop trials and later in the BDaC project I had to work out the motivation with individuals beforehand. Some Huawei team members might join the workshop as an obligation to their customers. The capability and easiness to express an individual's needs and expectations is subject to the person's cultural background as cultural models suggest and experiences confirm. A person is required that is trusted by the cultural group with the capability of motivating and communicating to this group and its individuals on the benefits of the workshop for the business and the enrichment for the group and the individual on their cultural understanding.

I started to work with Chinese colleagues who could act as role models for the cross-cultural motivation. This work has been the foundation for the Cultural Broker concept and implementation. Similarly, motivational challenges could occur on the customer side in cases where participants intended to use the workshop primarily for complaining. Also in this case a mediator, or 'broker' helped to provide the 'right' understanding of the purpose in engaging with an open mindset for the other culture.

The second stage in the CQ model, the cultural knowledge, provides the understanding of cross-cultural issues and differences. Within the workshop I split this part in two agenda items, starting with the general understanding about cultural aspects and the dimensions as they are characterised in the different cultural models. With this I provide a language and a set of attributes that help to describe differences in traits and behaviour that we observe in a cultural context. This part intended to raise the group's awareness for cross-cultural incidents and how to deal with them when they occur.

This introduction on cultural terms and situations was followed by an exchange of experiences, where participants reflected on their own culture and related behaviour in situations when they met other cultures and their characteristics. In a second step the focus was moved to critical issues in the project. Participants were asked beforehand in the workshop invitation to think about incidents that they perceived as culturally affected. During the following intervention the teams analysed the situations with the cultural knowledge background and worked on possible solutions and ways to overcome conflict or barriers in the project.



Figure 6-3 Discussing and presenting cross cultural issues within business project at June 2014 workshop

This part on CQ Strategy on analysing the incidents and planning the next steps got an even larger space later in the BDaC programmes as they were focused on a single delivery project.

After the analysis the participants shared their insights and open questions. At that point the cultural models helped to explain incidents that the participants had experienced. I avoided any of the national scoring and stereotyping components of the cultural group models but focused the team on self-reflection of the cultural experiences, providing suggestions through the models for the group discussion on their applicability.

Finally, the team worked out an action plan based on their suggestions on how to overcome cross-cultural issues in their collaboration and how to adjust their behaviours accordingly.

Table 6-12 shows the agenda of the second of the workshop trials. The BDaC program used a similar flow in the workshops enriched by some further interventions.

Intercultural workshop agenda

Agenda item	CQ model reference
Participants' expectation and engagement	CQ Drive; Motivation
Definition of Culture; Introduction of cultural dimensions Cultural Awareness; examples of cultural differences	CQ Knowledge part 1
Individual and team cultural experiences (a) general - reflection on own culture/other cultures (b) issues in the project / critical incidents	CQ Strategy
Cultural Models / Understanding the differences	CQ Knowledge part 2
Action Planning	CQ Action; change of behaviour

Table 6-12 Intercultural workshop agenda

During the workshop the participants practiced culturally competent thinking and behaviour in showing empathy, demonstrating respect and trust and providing the feeling of inclusiveness to all team members. Techniques on non-violent communication in observing without judging, reflecting on the feelings and needs, and clearly expressing their requests helped to define a common way of working. This kind of team agreement was later developed towards a Code of Conduct in the BDaC programmes.

At the end of the validation phase I combined the insights from the Huawei internal ICLS and workshops with the workshop experiences on interventions with Huawei and Vodafone to create the Business Development across Cultures (BDaC) programme as the fundament for exploring the hypotheses of the research study.

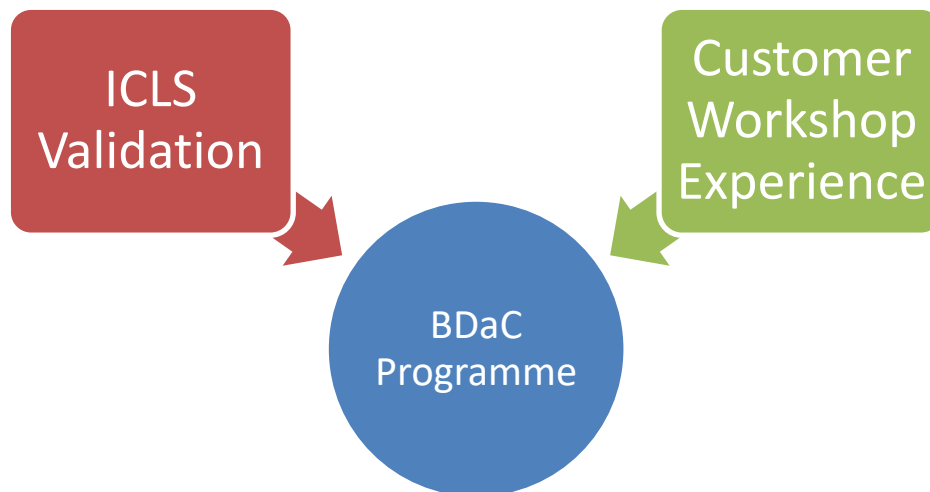


Figure 6-4 The composition of the BDaC programme

6.3.6 The testing design of the research hypotheses

The research study measures the effectiveness of the BDaC programme in the three dimensions customer satisfaction (H1), team satisfaction and performance (H2), and individual CQ development (H3). The measurements are based on quantitative data collected in surveys, mixed with qualitative data from surveys and interviews.

H1: The BDaC programme results in higher customer satisfaction and business performance

H1 is measured through the Customer Satisfaction Survey (CSS), validated with interviews

H2: The BDaC programme results in higher team satisfaction and performance

H2 is measured through the Intercultural Leadership Survey (ICLS), validated with interviews.

H3: The BDaC programme develops the individual's Cultural Intelligence (CQ)

H3 is measured through self-reported Mini Cultural Intelligence Scale (Mini-CQS)

At this stage I was ready for a first application of the BDaC programme in a pilot project. Before moving to Phase 3, the BDaC pilot, I would like to elaborate on the Cultural Brokers: A concept that has been already mentioned several times in this report and that plays an important role within the BDaC programme.

6.4 Cultural Brokers

6.4.1 Introduction

The work in global organisations that operate across borders requires cross-cultural competence of its team members. From my working experience the collaboration and communication of all members in the team is essential for the team success and remains a continuing challenge. A strong coherence within one team might come with delimitation to other teams, which works against a strong collaboration. Balancing the internal team cohesion with the external bonding in an 'as well as' relation is what characterises, from my experience, great teams in a global environment.

However, my working experiences as well as the insights from the research study workshops show that the team members are at different levels on their cross-cultural competence and a full cross-cultural collaboration might be difficult to achieve from the start. Furthermore, the BDaC facilitators need to get the teams engaged, moving them from information consumption to collaborative action. This requires leaders who drive the team and the programme in its course. These people should have the cross-cultural competence and the personality to act as role models for the teams who demonstrate the collaboration and who take a leading role in the action planning and execution. I call these people Cultural Brokers (CBs) and I introduced their function in the BDaC programme with the pilot project. They became essential in the implementation of the BDaC programme.

6.4.2 Definition and use in practice

The term 'Cultural Broker' is not particularly defined in the literature. The person who interacts with the different parties is sometimes also called an 'agent' or a 'mediator'. I reviewed the literature on these three terms related to cross-cultural roles. Jezewski (1990) defines cultural broking as 'the act of bridging, linking, or mediating between groups or persons of different cultural backgrounds for the purpose of reducing conflict or producing change.' She describes a process where health care professionals can facilitate the acquisition of health care by migrant farmworkers. Since then the term is used in the health care and nursing context (e.g. Jezewski and Sotnik 2001; National Center for Cultural Competence 2004). Michie (2003) provides an overview of the cultural broker role in the literature that covers the areas of anthropology and ethnohistory, health education and nursing, and school and science education. Szasz (1995) studied the role that cultural brokers played over the centuries in the relationship between Indians and non-Indians editing a collection of fourteen biographical studies. According to her observations the cultural brokers had in common a curiosity about the other culture's habits and perspectives

and the belief that the other cultures added values for their own thinking and acting. These are traits and beliefs that are reflected in the motivational and meta-cognition dimensions of the CQ model. Furthermore, the study concludes a sense of power in a non-formal function and personal satisfaction as motives for the cultural intermediaries. This resonates with the experiences in the BDaC programme. Giving the CBs, who in most cases did not have any formal leadership function, this official status, unleashed their potential and motivation to drive the programme. The official nomination as Cultural Broker with role and responsibility and the reward caused a higher self-esteem and personal satisfaction.

The use of the term Cultural Broker or Agent or Mediator seems to still be less common in the business context. Heifetz and Laurie (1997) discuss the work of leadership and suggest expanding the leadership roles to everyone in the organisation, including informal roles for company culture adaption – a role that may come close to the Cultural Broker as it is introduced in the BDaC programme. Further studies focus on the leadership role, how cultural intelligence improves the leader's effectiveness (Rockstuhl et al. 2011) and how leader cultural intelligence becomes most effective in teams with greater cultural diversity (Groves and Feyerherm 2011). However, cultural brokers do not necessarily have to be formal leaders as Szasz (1995) pointed out and as the experiences from the BDaC programmes confirm. In fact, the CBs in the programme take a complementary role to the formal business leaders. Other researchers emphasise the role of expatriate managers, acting as brokers between their ethnical group and the host country (Au and Fukuda 2002), and of bicultural managers on their impact on the different cultural teams (Dau 2016). From my experience in the research programme the ethnical background does not necessarily qualify for the CB role. A CB role should not be linked or limited to an expatriation or to a multicultural ethnical background. A recent study by Eisenberg and Mattarelli (2016) explores the role of multicultural brokers in alleviating identity threads that may occur across subgroups of global virtual teams and how the level of cultural intelligence of these brokers moderates the identity threads and the knowledge sharing in quality and quantity. The researchers conceptualise a multicultural broker as 'an individual who is possibly a team member, a bicultural, a team leader, a liaison, or an expatriate, who has some familiarity with the multiple types of cultures (ranging from national culture to professional culture) and identifies with the different subgroups in his/her team and who fosters the integration of the different perspectives of team members' (Eisenberg and Mattarelli 2016, Page 5). Overall, more research is sought on the role of cultural brokers and their effectiveness. This study aims to provide further suggestions on how to position cultural brokers in cross-cultural business transformation programmes.

6.4.3 Cultural Brokers in the BDaC programme

In the BDaC programme the cultural broker is defined through his/her function and through the activities. The CB function is defined as a dedicated role within the BDaC programme and with the implementation of the programme the person should also get a distinguished position within the related business project. The official status as CB acknowledges the person's competence and may have positive effects on the career development. At the same time the formal assignment with mutual agreement should stimulate the person's commitment to acting on the programme's goals. This role might provide the person with the authority to act according to his/her role. Similar to the LMX relationship, the role of the CB may become more important for the Chinese team members. The BDaC programme cannot yet fully confirm this assumption; the Chinese CBs have all been influential in their cultural group and beyond, before they were assigned with the CB role. This cross-cultural engagement and acknowledgement from the other team members has been one criterion for their selection. They might have been influential on the other team members' thinking and acting before their assignment. However, I could observe a strong influence of the CBs, and particularly of the Chinese CBs, on their cultural groups. Interviews with one of the CBs in the pilot project and with the two CBs in project 5 confirm this view that the official nomination strengthened their position.

Next to the function the CB works as a role model and drives the related activities. This covers all the stages in the CQ cycle, showing a high motivation and interest in working with team members from other cultures, knowing and understanding the cultural traits and behaviour of the other teams, applying these insights into strategies on how to adapt to the respective needs and how to drive the collaboration forward, and taking the appropriate action to create the results. The CB should act as the role model demonstrating how to act in a culturally intelligent way. Sometimes comments are made in workshops and other discussions of the type '... this all sounds good, but it does not work in real life'. This kind of 'killer-argument' questions all kinds of effectiveness of training and teaching, often used as a reason for not taking action. This is the time for the CB to demonstrate the applicability of the BDaC programme and the feasibility of the interventions and action plans.

The CBs role is also defined as a communicator and mediator between team cultures. Similar to Eisenberg and Mattarelli's understanding the role is not limited to nationalities, or contractual status (e.g. expatriation), or to the hierarchical roles in the company. The dialogues in the preparation workshops with customers and in the BDaC pilot resulted in a common understanding of team cultures covering the national cultures. Team members recognised more company, and more specifically team related, traits and behaviours in their team relationship than national culture influence. The results of the Meyer cultural profile and the following discussions show this exemplarily.

Figure 6-5 sketches this relationship. The CBs belong to their own team culture. Different to most of their colleagues, they have at the same time a very good understanding of the other team's culture and find their counterparts who bring in the similar background with their team and the same cross-cultural competence. The cross-cultural team collaboration starts with this small CB team – for the BDaC projects we usually worked with 2+2 CBs – and then extends to the full team in the course of the project through the action taking and the status of the CBs. Within the Huawei team it turned out to be beneficial to have at least one CB

with a Chinese background. As the programme facilitators had a Western background we needed one person that built up the relationship with the Chinese team.

Summarising we can record that within a multicultural team the CBs should preferably come from the different represented cultures, and that within a cross-organisational/cross-company project the CBs should come from the different organisations/companies.

The role of the Cultural Broker in the BDaC programme is described in the BDaC SOP (Appendix D). The CBs work team-internally and across teams in demonstrating cultural intelligence as a role model. The CBs can be regarded as team coaches as they initiate new actions and interventions within their team and cultural group, using the team's collective resources and improving their collective capabilities (Hackman and Wageman 2005; Clutterbuck 2007); see the example in Chapter 6.5.2 with the Chinese CB interacting with the Chinese group of the team. Within their own team, the CBs coach other team members to develop cultural competence. They follow up on action plans, motivate and remind team members. Across the teams/companies they function as contact channels in case of difficulties in the collaboration up to mediation in case of cross-cultural conflicts or misunderstanding. The CBs become empowered to execute larger parts of the BDaC programme. In their role they report on the progress to the BDaC programme directors and to the companies' management.

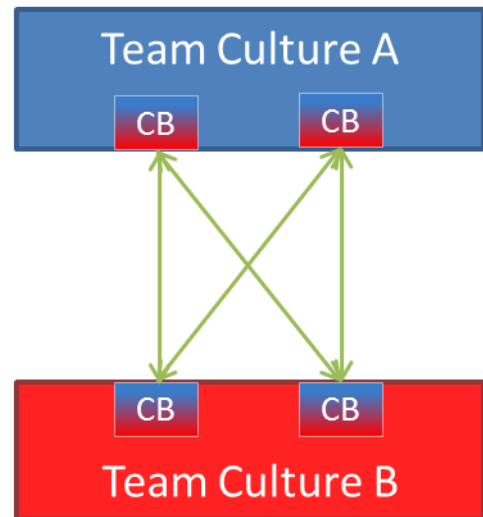


Figure 6-5 CB relationships across team cultures

6.5 Phase 3 – The BDaC Pilot

6.5.1 Selection of the pilot project

The research programme has been designed for implementation in two cycles. In the first cycle I applied the findings from the Preparation phase on a pilot project (project Phase 3).

During the pilot project I tested various kinds of interventions, modified their facilitation and measured the resonance with the participants and the effectiveness in interviews and After Action Reviews (AAR). I measured the effectiveness of the BDaC programme for the pilot programme and described the BDaC programme in Standard Operating Procedures (SOP) at the end of the first cycle. The Pilot project has been the blue print for the second cycle, the deployment of the BDaC programme to further projects, executing the SOP (project Phase 4). A successful and convincing pilot project was the condition for the Huawei management to support the BDaC programme further with resources and promote it towards the customer.

I chose the pilot project according to the following criteria

(1) High relevance for Huawei's business success

The pilot project should cover a new business area with new revenue streams with a considerable size and a high recognition in the industry

(2) Requiring cross-functional collaboration between both companies

The higher the complexity of the project the larger the expected benefit from the BDaC programme. The pilot project should facilitate the collaboration of different departments aiming at a double effect in improving the results across the company cultures and across departments within the same company. These departments should work together for the duration of the BDaC programme.

(3) Programme is driven by motivated leaders with a high cultural sensitivity

For the first implementation the programme needed people who are open for change and who believe in the relevance of culturally sensitive behaviour on team performance and customer satisfaction. Experience from the first intercultural seminars also show that any behavioural change in the company requires active participation from the leaders.

I selected the Deutsche Telekom Next Generation TV project (in the following referred to as DT NGTV) as BDaC pilot. This project is supposed to be Huawei's breakthrough in the delivery of Internet Protocol based TV (IPTV) platforms with a triple digit million dollar revenue forecast for the next five years (Criteria 1). It engages departments of software design, application design and development, testing, delivery and implementation of both companies over a three year phased period (Criteria 2). I ran the BDaC pilot from June 2014 to April 2015. During the pilot project selection period I talked with managers at Huawei about the intention of the programme. Originally I had the approval to run the programme with the Huawei project team and engage with the customer only for measurements. During the management talks and during a following workshop session we jointly came to the conclusion to suggest to Deutsche Telekom (DT) as customer the full participation in the programme. This suggestion resonated very well with the management and some team

leaders at DT (Criteria 3). This early cooperation resulted in the development of the Cultural Broker induction.

6.5.2 The workshop interventions

The BDaC Pilot started in May/June 2014 with the modified ICLS on a 7-item Likert scale, sent to 73 project participants within Huawei and the CSS distributed within the Deutsche Telekom project team via a central contact person. The Huawei internal cross-cultural management workshop was held on July 8, 2014 with 21 project members including the Chinese and German project directors. The agenda followed the structure in Table 6-12. All participants were asked to fill out the Mini-CQS survey for self-reflection on their cultural capabilities at the beginning of the programme. Within the CQ Strategy part the participants received the results from the ICLS and the CSS and worked in two groups on reflecting the customer feedback, followed by the action planning.

I introduced the concept of cultural brokers, following the insights from the workshop trials and a dialogue with Professor Ang on the motivational aspects. I selected the Huawei cultural brokers based on their self-view and confidence in the Mini-CQS, interviews with the management beforehand, and the participants' behaviour during the workshop. The cultural brokers were nominated at the end of the workshop to follow up the action plan. I nominated three Cultural Brokers – the two project directors (one Chinese/one Local) and a programme manager who was well respected by the local and the Chinese team members. He demonstrated cultural awareness during the discussions and was active in the action planning sessions. All participants reflected on the effectiveness of the workshop and their action planning in an AAR.

The first cross-cultural workshop with Deutsche Telekom and Huawei took place on September, 10, 2014. In the preparation the participants from Deutsche Telekom received another CSS to collect the actual status at the time of the workshop and to register any changes since the June survey that may have been caused by a change of behaviour by the Huawei team after their workshop on June 8. This second CSS showed first improvements in customer satisfaction. I modified the workshop design in Table 6-12 in combining the CQ knowledge parts. For the first half of the day the team focused on the definition of culture, cultural awareness and the cultural models with their national assessments. In the second half the team was split in two groups working on the critical incidents and reporting to each other and discussing in the plenary on the intercultural aspects in situations of conflict. The AAR at the end of the session provided some insightful information that I used to further shape the workshop flow and the processes within the BDaC programme. The action oriented project review received higher appreciation than the cultural training part. In the forefront DT participants had expressed a strong interest to learn about cultural models. The coordinating HR department particularly referred to the Hofstede model. In response I tried

once more the facilitation of the cultural group models with the country categorisations. As I showed country level cultural differences on the Hofstede dimensions, participants denied these differences, saying that the stereotypes would not fit to them. This common objection against the country classifications tied the group closer together in their action planning. The participants felt that the company culture differences were stronger and more significant than the national differences. The group developed a plan to work out a project culture. The Deutsche Telekom team nominated three cultural brokers to facilitate the execution of the plan with the Huawei brokers. For the following workshops I changed the workshop design back to the agenda in Table 6-12, avoiding any prejudicing national classifications of culture. From this first workshop I collected the following insights that later became part of the SOP:

- Start with personal experiences and self-reflection rather than cultural knowledge/training.
- Use cultural dimensions to describe different type of thinking and behaviour, but without allocating to nationalities or companies.
- Let people find their preferences, cross check these preferences with other team members to find similarities and differences
- Only afterwards compare with national or company patterns as possible explanations.
- Ask people to look at similarities in the project group.
- Make participants then aware that the human brain is particularly good at social affiliation and distinguishing between in/out group members (Mitchell, et al. 2006). The brain detects dissimilarities to identify potential danger by out group members. This is a natural process. Building up trust and relatedness to other groups requires therefore training and practicing.
- For the training part: create an environment that may people let discover their own culture, their needs and get an understanding and motivation for the other culture.
- Present research and model background mainly to show the scientific grounding and create trust on the material and the effectiveness. The purpose is less to teach about models and cultures than to use this information to facilitate the insights and change in thinking and behaviour.

The second workshop with Deutsche Telekom and Huawei took place on Oct 7, 2014 with 20 participants, 11 from Huawei and 9 from DT. Huawei joining with 7 expatriates from China, 1 local Chinese and two Locals, one German and one French. All participants from DT were German, one with British childhood. They all belonged to the operations team in the NGTV project. People with this background are usually very pragmatic oriented which was reflected during the workshop. They showed less interest in the theory sessions but more in the action taking. I had modified the workshop agenda based on the learning from the former workshop. I did pre-workshop interviews with every individual from DT as the first workshop showed unclear expectations with participants. I collected positive experience from the pre-calls of the former workshops with Vodafone.

I asked the following questions in the interviews:

1. What are your expectations on the session?
2. When will the session be a success for you?
3. What would you like to learn/take away?
4. Who is your main counterpart at Huawei? (to build up 'Buddy-teams')

The pre-calls helped the participants to reflect on their expectations and gave me some background information about the people's mindset, their relationship with their counterparts and their perception on the collaboration before the workshop that complemented the survey results from the CSS. Addressing the participants personally showed positive results as we saw more engagement in the workshop from the beginning.

In the first workshop the cultural motivation had been quite low within parts of the Huawei team. As only some of the participants of the first and the second workshop had also joined the internal Huawei workshop we briefed the Huawei team the evening before the second workshop on the scope, the intention and their need for personal engagement. However, the introduction showed little resonance with Chinese colleagues until the Chinese Cultural Broker gave a passionate talk that moved the team out of their comfort zone, challenged them as most had no personal drive to join the seminar before and highlighted the relevance for the business. The CB who shared the same cultural background was the trusted person that could motivate the group on engagement and action taking. The workshop on the following day started with much more engagement from both teams.

I drew as conclusions for the intervention standard and the SOP to do pre-calls/interviews on expectations and to engage with the teams through CBs, in particular having a Chinese CB working with the Chinese team.

I significantly shortened the 'Teaching' part on Cultural Models and took out completely the country classifications on the Hofstede Model and the Lewis Model. I only used dimensions to describe differences and to structure impressions from the project into cultural categories/dimensions.

Instead, I focused on what we find in the team. I used Erin Meyer's Cultural Profile as described in Chapter 3.2.2 and the related questionnaire which I regarded as suitable for the workshop as it is behavioural oriented showing preference on how people like to act. Meyer also introduces a country map on management styles and behaviour on these scales, similar to Hofstede and Lewis – which I skipped due to the stereotyping experiences (see the discussion in Chapter 3.2.2). Instead, I let the individuals evaluate their questionnaire and then each company team stuck their scores with coloured dots onto a prepared flipchart.

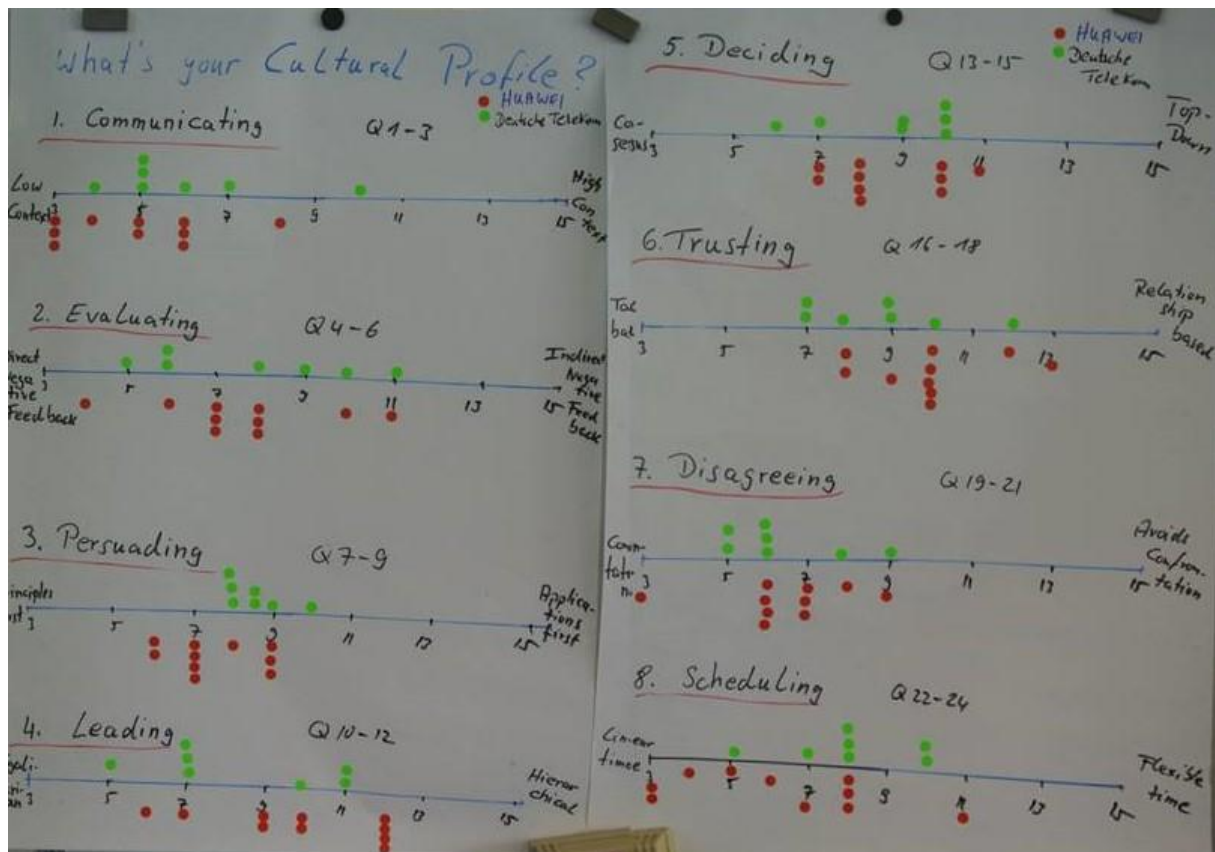


Figure 6-6 Cultural Profile intervention;

Note: two participants from DT and one participant from Huawei were missing for this intervention

This, firstly, visualised the distribution within the team and the mean value and secondly showed the similarities and differences between both teams. The picture showed many similarities and few larger differences and the result was much different to any country classification of Chinese and Germans. One may argue that this shows the perceived behavioural preference, how people like themselves to act - not how they actually behave. However, taken the flipcharts as basis I let the teams discuss and they also agreed that they perceived the other team acting in the way they described themselves.

The self-assessments based on the Lewis categorisations (Appendix E) and on the Meyer Cultural Profile formed the basis for a dialogue between the teams on similarities and differences. The team members realised the variance of preferences within each group and the similarities between the groups on several dimensions. The intervention also illustrated the deviation to any assumed country scorings. As example, for the Huawei team we had six Chinese expatriates and one local Chinese joining the exercise. According to the cultural group model categorisations one would expect for the first dimension 'Communication' a focus on the High Context side, as typical for an Asian/Chinese culture. However, the Huawei responses distributed more on the low context side, similar to the DT responses. On the fourth dimension 'Leadership' one could see a confirmation of a more hierarchical focus in

the Huawei (Eastern) organisation to the DT (Western) organisation. In any case Figure 6-6 shows that differences between individuals on the extreme side of the scale are larger than between the team's average scorings.

The workshop participants could draw the following conclusions:

- For most dimensions the preferences of the DT team and the Huawei team are quite similar.
- There is a larger variance within each group on some dimensions. The team members need to be aware about the individual's preferences and adapt mutually.
- Country cultures are less dominant; company or team culture seems to be more influential on the preferences.

This paved the way for the following questions for discussion and solution finding:

- If the teams are that similar in their preferences, why are there still issues in some areas and dimensions, like communication and trust (this refers to the results of the CSS, where particularly these elements were highlighted)?
- What needs to change in action planning and execution to overcome these issues?

With the numerical and qualitative feedback from the CSS and the insights from the cross-cultural interventions the teams then worked on the critical incidents to define a strategy on how to overcome the issues (CQ Strategy) and defined an action plan for the follow up (CQ Action).

The other workshops and the following BDaC projects showed a variety of patterns on the Lewis dimensions as well as on the Cultural Profile. However, overall the similarities between the groups were in all cases larger than national cultural clustering would have suggested and the facilitation could follow the above flow.

The third workshop with another group from Deutsche Telekom and Huawei was held on February 10, 2015. I only did slight changes to the format of the second workshop, focusing on the critical incidents and providing cultural models as explanation for discussion and conclusion. This workshop received the best feedback in the AAR rating.

Table 6-13 lists the interventions of the BDaC workshops as they became standardised after the pilot sessions, and their experienced effectiveness for the programme. The intervention sequence follows the flow from Table 6-12. The CQ model is applied as described in Chapter 3.2.3 with MOT standing for the Motivational aspect of CQ, COG for the Cognitive CQ, MC for the Meta-cognitive CQ, and BEH for the Behavioural CQ.

	Intervention	Impact
1	<p>MOT/Motivation: <u>Pre-calls</u> on expectations and participants background; mail with 3-5 questions beforehand</p>	<p>Clarify expectations and give facilitators insight on person/group. Build personal bonding and motivation.</p>
2	<p>MOT & COG/Motivation & Knowledge: <u>Cultural Habits</u> Separate teams by nation: CHN/non-CHN; 'Note your understanding of Top 10 of own and other culture habits'; Comparing afterwards, explaining cultural elements to other team; give scoring point for each match</p>	<p>Sets the scene; reflects on own cultural habits and on own thinking about cultures: Makes similarities and differences in the team obvious --> basis for further dialogue on cultural differences; + applied to this group, not theoretical, not stereotyping: Learning: there are differences/commonalities; 'these are the things that I already realise'; effect: positive interaction, fun; practice dialogue without theory</p>
3	<p>COG & MC/Knowledge & Reflection/Strategy <u>What is culture?</u> Human needs / cultural differences Interactive session on Cultural Sensitivity/Behaviour: topics: <i>different perceptions, non-judging, tolerance</i>; Elements of GCI and GMI models; reflection on Cultural Sensitivity; Examples for good/not-good behaviour for discussion</p>	<p>Reflect on the differences/habits in the group -> 'It's not wrong, it's just different' Learning: Foundation for being cultural sensitive; Theory on how to behave culturally intelligent, with examples to apply theory to real life</p>
4	<p>COG/Knowledge: <u>Cultural Models:</u> CQ - framework for transformation management; - Hofstede/Hall/Lewis: Dimensions without country clusters</p>	<p>Knowledge about research history and dimensions + links own experience and outcome of #2 to research; structures cultural preferences and behaviours; develops common language + introduce CQ flow to describe the transformation through the BDaC programme to achieve the results - risk of stereotyping by nationalities; risk of detaching from 'real-world/ projects' in discussing theories -> first work out challenges in the project, then learn about dimensions. Intervention #4 was later moved after Intervention #8 conclusion: differences are normal</p>
5	<p>MC/Strategy <u>Role Play</u> ask in preparation talk about one situation for role play on inefficiencies. Huawei team plays (both teams), then DT team plays (both teams)</p>	<p>+ apply learning/theory to practical case - risk that differences don't come out; needs to be closely facilitated -> better take a real case from the project</p>

6	MC/Strategy: <u>Customer Satisfaction Survey results</u> Measured feedback from customer team on relationship and collaboration	+ Quantitative and qualitative discussion on the existing issues
7	COG&MC/Knowledge & Strategy/Reflection: <u>Cultural Profile</u> E. Meyer 1. Theory: 'The Cultural Map' 8 dimensions intro; Self-view on preferred behaviours and opinions 2. Personal cultural profile: survey 3. Sharing in team per company 4. Sharing between company teams on profiles	<u>Cultural Dimensions:</u> + combine elements from different cultural models; focus on business acting/behaviour - some repetition on cultural models -> ensure coherence of concepts <u>Cultural Profile:</u> + apply theory to oneself/this is how I think I am + self-reflection + get a group view on their preferences; <i>basis for discussion!</i> - profile based on only a few questions - self-view; measures how I like to be seen Result: Team profile; discussion on preferences; agreement on similarities and differences; discussion on how to handle differences; examples from project may come in! Basis for future communication style!
8	MC&BEH/Strategy & Action <u>Analysing critical incidents</u> Discussion in two teams on what is the issue? how can the situation be resolved? what concrete action to take?	Applying all the learning to the concrete project; Closing the loop to the first interventions in the workshop + Based on learning and agreements on how to communicate and knowing preferred behaviour + based on customer feedback
9	BEH/Action towards behavioural change: <u>Turning Strategy into Action:</u> Team work on future action plan	Discuss and agree on action in the programme
10	BEH/Action taking: <u>After Action Review (AAR)</u>	Self-reflection on the workshop Measure workshop feedback and impact written personal action plan and suggestions for management

Table 6-13 Intervention matrix on the BDaC Cross-Cultural workshop

The facilitation of the workshop requires cultural sensitivity and practice in non-violent communication. The workshop is supposed to demonstrate and let the participants experience how communication across the teams can effectively happen during the whole BDaC programme. The facilitators provide examples in their communication with the team and among themselves. Team members who demonstrate a high level of cultural intelligence in the four aspects act as role models for the whole group in their motivation, gaining of knowledge, communication and planning, and action taking. Some of them may take the CB role. The following paragraph provides examples of activities that the CBs in the BDaC pilot programme initiated.

6.5.3 Cultural Broker interactions

Over time the BDaC pilot programme involved more teams and people in the workshops and in the following action plans. The role of the CBs became crucial for the communication within the cultural teams and between both companies in addressing challenges in the collaboration and in following up on the action plans. The six CBs, three from each company/culture, formed the core team for executing the programme. About every three weeks I held regular phone calls with all CBs, reviewing the action status and planning the future activities. The CBs developed a list of interventions and actions that contributed later to the BDaC SOP

- Regular CB meetings
- Weekly Monday intercultural lunch in Deutsche Telekom canteen – open participation for team members – reserved table for BDaC NGTV team
- Lessons learned sessions on collaboration after each software iteration, about every three months
- DT NGTV Handbook providing guidance for new team members from China on how to culturally behave in the project. This includes the findings from the workshops and the project meeting. The first version was released by the Chinese CB in November 2014
- The Huawei team starting a mentoring programme for new and less experienced team members with mentor and mentee coming from different cultural background
- Cultural team events between both companies. The DT team invited to the Frankfurt Christmas market, explaining the tradition and the history of the city (Figure 6-7). The Chinese team organised dumpling cooking at the Chinese New Year festival with the project member families joining the cooking and the dining.



Figure 6-7 DT NGTV team leader explaining Frankfurt Christmas market tradition

6.5.4 Summary of BDaC Pilot interventions

This chapter contains a summary of the BDaC pilot project interventions with all four workshop sessions – the initial Huawei internal workshop and the three joint events with the various teams from Huawei and Deutsche Telekom – on their respective objectives, the used methods and the results and learnings. It illustrates the development of the workshop design and the insights that I got over time for the BDaC programme. Chapter 7.2.1 contains the detailed analysis of the quantitative and qualitative measurement results.

1. Initial questionnaires – June 2014

Objective: Create baseline on status before interventions

Method:

- Huawei internal survey on Team Development & Leadership, using web-based ICLS from phase 2
75 project participants – 42 responses (56%); 29 Chinese, 9 Locals, 4 Local Chinese
- Deutsche Telekom customer satisfaction survey (CSS), using questions 17-20 of ICLS – 11 anonymous responses; comparing Huawei self-view and customer view

Results and Insights:

- Lower ICLS values compared to High Performance teams of Phase 2 (Chapter 6.3.2);
- Low customer satisfaction and high discrepancy between self-view and customer view on their satisfaction.

2. Huawei internal workshop – July 8, 2014

Objective: Create awareness of cultural differences; Understand key issues in the NGTV project with Deutsche Telekom (DT) – reflect on customer satisfaction feedback; Kick-off the nine months business development programme

Method:

- Workshop with 21 project members including Chinese and German project directors; 16 feedbacks in ICLS from workshop participants who had not taken part in the initial questionnaire in June 2014.
- Mini-Self-CQS pre-workshop for self-judgement on their cultural intelligence – 21 feedbacks
- Nomination of Cultural Brokers – criteria: self-motivation, team acceptance, facilitator perception
- Distributed Learning Journal for participants to write down experiences throughout programme
- After Action Review (AAR) at the end of the workshop

Results and Insights:

- Positive feedback by management and participants
- Team developed action lists for internal improvements and for the business development programme
- Suggested and distributed Observer-CQS to get personal feedback by peers or customers – was not followed up by participants; suggested reasons: not enough knowledge of other persons; personal shyness to ask others for their feedback – possibly culturally motivated; risk of losing face.

3. DT/Huawei first workshop – Sept 10, 2014

Objective:

- Develop cultural sensitivity; Understand and reflect on key issues in the project
- Agree on actions for the programme; review workshop design

Methods:

- Pre-workshop CSS to DT participants on their satisfaction; all 12 DT participants responded
- Intercultural workshop Huawei/DT – 24 participants (12/12)
- Review customer feedback and critical incidents from questionnaire
- Nominate Cultural Brokers (CB) – 3 from Huawei from session 1 and 3 from DT – criteria: self-motivation, team acceptance
- Definition of action plan
- AAR (15 responses)

Results and insights:

- Action plan for the BDaC project
- Positive team spirit – AAR results with suggestions for workshop design: focus more on project culture than on country stereotypes
- CB driven activity plan – first intervention ideas

4. DT/Huawei second workshop – Oct 7, 2014**Objective:**

- Expand participation to more teams
- Introduce changes in interventions and workshop from former experiences and reviews
- Shape intervention matrix – standardise workshop format

Methods:

- Pre-workshop questionnaires: ICLS for Huawei – 7 feedbacks from 10 participants
CSS for DT – only one feedback
- Introduce pre-workshop interviews to collect and manage expectations and gain insight on critical incidents
- Intercultural workshop Huawei/DT – 20 participants (11/9)
Shorten teaching part on cultural models; focus on critical incidents and on action planning
- AAR at the end of the workshop – all 20 participants responded
- Post & Retro-Pre questionnaire suggested – not taken up by team as too complicated

Results and insights:

- Significantly higher satisfaction of Huawei team than in June ICLS
DT pre-workshop satisfaction could not get measured – only one response
- Surveys to be suggested with caution; too many survey requests might be perceived as interrogation by the clients; particularly sensitive in relation with customers. Did not suggest the individual CQ performance measurements with CQS to the customers.
- AAR feedback more positive than in first workshop; higher scoring; suggestion for even more practical examples; importance of retrospective meetings highlighted
- Action plan

5. DT/Huawei third workshop – Feb 10, 2015**Objective:**

- Include Operations department working at a different location, Ulm (Germany), and monitor similarities and differences to the other groups in cross-cultural issues

- Practice the consolidated intervention format of Session 3 and confirm its effectiveness with a different team

Methods:

- Shared the initial survey results from June 2014 before the workshop and discussed with participants in pre-workshop interviews on their expectations and what had already changed since the start of the programme: qualitative reflection
- Intercultural workshop Huawei/DT – 19 participants (10/9)
Shorten teaching part on cultural models; focus on critical incidents and on action planning
- AAR at the end of the workshop – all 19 participants responded

Results and insights:

- This team had their workshop late in the programme. In the pre-workshop interviews most participants expressed positive changes in terms of communication and collaboration since the beginning of the programme. The programme showed effectiveness even before the workshop as Deutsche Telekom participants had experienced a change in behaviour on the Huawei side as well as having had briefings before by the DT CBs.
- During the workshop the focus was more on company cultural questions as the operational team in Ulm felt being more disconnected from the main team in Darmstadt. The DT participants appreciated the cultural session to build one team with Huawei and DT internally.
- AAR with the highest scoring among all sessions. People asked for even more practical examples as the preference for operational teams. Cross-departmental communication was highlighted in the action plan.
- Action plan

6.5.5 Final surveys in the pilot project

During March 2015 I conducted the second round of measurements for the BDaC pilot. All participants in the project received the same questions as in June 2014 at the beginning of the programme. In order to avoid any response shift in people's judgment, I chose the Post & Retro-Pre design as described in Chapter 4.2.1. The participants were first asked to reflect on the situation 'today', i.e. in March 2015 (post programme) and then to look back on how they felt the situation had been in June 2015 (retro-pre). The Deutsche Telekom participants received post and retro-pre surveys with the four questions on the collaboration with Huawei (CSS). The Huawei participants received post and retro-pre surveys with the full ICLS of twenty questions. Additionally both groups were asked to report in free text questions on strength and weaknesses in the collaboration with Huawei and on any perceived changes during the programme. See Appendices H and I for the CSS and ICLS in Post & Retro-Pre format. I discussed with the Huawei CBs how to position the Mini-CQS – combined with the ICLS or as a separate survey. Team members had expressed their concerns before about the

number of questions they had to answer in surveys and AARs. I had decided together with the Huawei project directors not to distribute the Mini-CQS to the customer team members to keep their focus and motivation on the CSS as the essential measurement tool for H1. For the Huawei team I decided to stay with the self-report ratings based on the former experiences from the internal workshop where people were reluctant to distribute observer reports and fill out the observer-ratings. With the Post & Retro-Pre design the number of questions doubled compared to the Pre-questionnaire in the beginning. Combining the ICLS with the Mini-CQS would have resulted in 58 numerical questions plus the open questions for qualitative answers in the ICLS. I had to avoid the situation where people stopped answering questions and interrupted the survey, or possibly when losing motivation and energy just crossed something without real thinking and reflecting about it. The first cases would lead to less responses and the last to erroneous results and conclusions. Therefore, the Huawei team members received the Mini-CQS in a separate Post & Retro-Pre survey. On the downside I might have got ICLS and Mini-CQS results from different people. As the research topic does not look into any correlation between the individual cultural intelligence in H3 and the items of H2 (general satisfaction, leadership, and team collaboration) this approach should not have an impact on the research results. It turned out that the participation rate decreased in the second survey for the BDaC pilot – as later also for the other projects. I expected that a combination of the ICLS and Mini-CQS would have reduced this further and therefore I kept the separated design also for the other BDaC projects.

Chapter 7.2.1 displays and discusses the results of the surveys and the interviews in the BDaC pilot. Figure 6-8 presents the BDaC project plan with the main interventions and activities.

The DT NGTV program



Figure 6-8 Time schedule and activities in the BDaC pilot project

6.6 Phase 4 – BDaC Implementation

Between April 2015 and June 2017 I implemented the BDaC programme in three further projects (Project 3-5) in Belgium and the Netherlands. The BDaC programme was also planned and prepared for project 2 in Germany. However, only some parts were implemented as described in the next paragraph.

In the following the four projects are introduced with their characteristics and interventions. The quantitative and qualitative results will be discussed in Chapter 7.

BDaC Project 2: Vodafone CCS (Converged Charging System)

Companies: Vodafone and Huawei in Germany

Duration: July 2015 – June 2016

Project 2 was set up between Huawei and Vodafone Germany on the delivery of a new charging platform that was replacing an existing implementation from another supplier. A pre-talk with the programme directors (PDs) of both companies underlined gaps in communication and cultural alignment and the need for close co-operation in the specification and delivery phases. The project was introduced during an official kick-off meeting with both programme directors. However, the senior management, such as the CIO, was not involved in the project.

The project started with the pre-programme CSS and ICLS questionnaires. The CSS responses showed gaps in communication and trust building which were substantiated within an internal Huawei workshop. In the course of the project both PDs were replaced. Both new PDs did not drive the project further and particularly the new customer PD expressed the opinion that Huawei had to adapt to the local culture and workshops were not necessary. Both parties felt that they had addressed the project issues in management meetings and to skip further cross-cultural interventions, but to have the second survey to measure the changes that they expected to have achieved.

Interventions:

- Huawei ICLS Pre-programme July 2015
36 responses: 6 Chinese Expatriates / 4 Local Chinese / 20 Local Non-Chinese/ 6 not indicated
- Vodafone CSS Pre-programme July 2015 32 responses
- Huawei internal workshop August 21 2015 26 participants
Half day workshop;
Five Cultural Brokers assigned for Huawei
Self-view CQS stage 1 26 responses
- Huawei CB talks on September 10; with CBs and PD on Jan 8, 2016
- Talk with Vodafone project director on April 14, 2016, resulted in:

- No joint workshop Vodafone/Huawei
- No CB assignment of Vodafone Cultural Brokers
- No joint BDaC programme
- Huawei ICLS Post & Retro-Pre June 2016 8 responses
- Self-view CQS stage 2 Post & Retro-Pre June 2016 12 responses
- Vodafone CSS Post & Retro-Pre June 2016 31 responses

Project 2 deviated from the BDaC SOP on the following components:

- No management level engagement
- No workshop with the business partner (Vodafone)
- No CBs at business partner
- Lack of interaction of Huawei CBs with business partner Vodafone; no counterparts
- No joint interventions
- No CB/PD review meetings on cross cultural behaviour

Overall, project 2 lacked key elements and can therefore not be regarded as a BDaC programme. Still, the project teams did both surveys, the pre and the post & retro-pre and results are evaluated in Chapter 7.2.2. Project 2 is considered as comparison project to analyse in how far the interventions have or do not have an impact on the customer satisfaction and team performance, following the considerations of quasi-experimental design in Chapter 4.2.3.

BDaC Project 3: Proximus SIMBA Optical (SIMBA = SIMplified BAckbone Aggregation Network)

Companies: Proximus and Huawei in Belgium

Duration: December 2015 – July 2016

Interventions:

- Presentation of BDaC to Proximus network director on September 22, 2015
Agreement on two projects for Optical and IP systems (projects 3 and 4). Messages from Proximus and Huawei management to team members for participation.
- Huawei ICLS Pre-programme December 2015
16 responses: 4 Chinese Expatriates / 2 Local Chinese / 10 Local Non-Chinese
- Proximus CSS Pre-programme January 2016 12 responses
- Huawei internal workshop January 28, 2016 12 participants
Half day workshop;
Three Cultural Brokers assigned for Huawei
Self-view CQS stage 1 11 responses
- Joint Huawei/Proximus workshop January 29, 2016
30 participants/ 17 Proximus / 13 Huawei
Two Cultural Brokers assigned for Proximus
Common Action Plan

- Joint CB talks February 26; March 11; April 13
CBs develop Code of Conduct (CoC)
- Huawei ICLS Post & Retro-Pre July 2016 7 responses
- Self-view CQS stage 2 Post & Retro-Pre July 2016 6 responses
- Proximus CSS Post & Retro-Pre July 2016 11 responses
- Results reflection session Oct 4, 2016 CBs with 20 participants

The CBs in project 3 developed a Code of Conduct (CoC) on how to communicate, work together and address cross cultural challenges (see Appendix J). This CoC was picked up by the CBs in projects 4 and 5.

In this programme I introduced a results reflection session with CBs and with the full team to present and discuss the results of the second survey, reflect on the action points of the first workshop and agree on the post-programme actions.

BDaC Project 4: Proximus SIMBA IP

Companies: Proximus and Huawei in Belgium

Duration: April 2016 – November 2016

Interventions:

- Presentation of BDaC to Proximus network director on September 22, 2015
Agreement on two projects for Optical and IP systems (projects 3 and 4). Messages from Proximus and Huawei management to team members for participation.
- Huawei ICLS Pre-programme April 2016
15 responses: 2 Chinese Expatriates / 5 Local Chinese / 8 Local Non-Chinese
- Proximus CSS Pre-programme April 2016 12 responses
- Huawei internal workshop May 19, 2016 7 participants
Half day workshop;
Three Cultural Brokers assigned for Huawei
Self-view CQS stage 1 7 responses
- Joint Huawei/Proximus workshop May 20, 2016
22 participants/ 12 Proximus / 10 Huawei
Two Cultural Brokers assigned for Proximus
Common Action Plan
- Joint CB talks June 24, September 22, October 7
CBs used Code of Conduct (CoC) of project 3
- Huawei ICLS Post & Retro-Pre November 2016 7 responses
- Self-view CQS stage 2 Post & Retro-Pre November 2016 6 responses
- Proximus CSS Post & Retro-Pre November 2016 7 responses

BDaC Project 5: KPN NGBSS (Next Generation Business Support System)

Companies: KPN and Huawei in the Netherlands

Duration: December 2016 – July 2017

Interventions:

- Presentation of BDaC to KPN management on December 8, 2016. Agreement to run programme in first half 2017. Messages from KPN and Huawei management to team members for participation.
- Huawei ICLS Pre-programme January 2017
16 responses: 4 Chinese Expatriates / 2 Local Chinese / 10 Local Non-Chinese
- KPN CSS Pre-programme January 2017 38 responses
- Huawei internal workshop February 9, 2017 17 participants
Half day workshop;
Two Cultural Brokers assigned for Huawei
Self-view CQS stage 1 13 responses
- Joint Huawei/KPN workshop February 10, 2017; 28 participants/ 11 KPN / 17 Huawei
Two Cultural Brokers assigned for KPN
Common Action Plan
- Joint CB talks March 13; April 28
CBs structure group into three sub-groups according to roles and interfaces. For each sub-group two CBs are assigned as project managers with support by BDaC project directors; Collecting cross cultural issues from each group
- Three Sub group sessions on March 28 and March 30, with 10 participants each (5+5), facilitated by CBs, supported by BDaC project director to address cross-cultural issues in four steps
 - (1) briefing on Feb 10 cross cultural workshop, as not all sub-group members participated there
 - (2) Discussion on top six business issues on the work floor - three related to each company
 - (3) Evaluate and match the related cultural components which may have caused the top issues; identify which have cultural background
 - (4) Conclusion and action plan on how to deal with the top issues
CBs integrated Code of Conduct (CoC) in resulting action plans
- Huawei ICLS Post & Retro-Pre June 2017 13 responses
- Self-view CQS stage 2 Post & Retro-Pre June 2017 8 responses
- KPN CSS Post & Retro-Pre June 2017 34 responses
- Results reflection session with CBs and team leaders and initiation of post-programme activities organised by CBs June 28, 2017

The CBs of project 5 introduced the ‘Wall of Reflection’ – an area with flip-charts and pin-boards – where BDaC activities were described and displayed, and where team members could write down their thoughts and suggestions. This was followed up by the CBs with plans to review the status of the project with the full team or the sub-teams on a regular basis.

The following Table 6-14 provides an overview of all the projects that have been conducted related to the BDaC programme with their characteristics, interventions and used tools. The items in the table refer to the Standard Operating Procedures (SOP) of the BDaC programme and the respective paragraphs in Appendix D.

Table 6-14 on next page: BDaC characteristics across all projects

BDaC project overview	Project 1 (Pilot)	Project 2	Project 3	Project 4	Project 5
Period	06/14 - 03/15	07/15 - 06/16	12/15 - 07/16	04/16 - 11/16	12/16 - 07/17
Country	Germany	Germany	Belgium	Belgium	Netherlands
Management initiation	no	no	yes	yes	yes
CSS Pre responses (SOP 6.1)	11 + 12 at first workshop	32	12	12	38
ICLS Pre responses (SOP 6.1)	42	36	16	15	16
Huawei internal workshop (6.2)	yes (1 / 21 people)	yes (1 / 24)	yes (1 / 12)	yes (1 / 7)	yes (1 / 17)
Mini-CQS self-view resp. (6.2)	21	26	11	7	17
Huawei/customer workshop (6.3)	yes (3 / 83 people)	no	yes (1 / 30)	yes (1 / 22)	yes (1 / 28)
Huawei CBs	yes (3)	yes (5)	yes (3)	yes (3)	yes (2)
Customer CBs	yes (3)	no	yes (2)	yes (2)	yes (2)
CB meetings (6.4)	yes, every 2 weeks	no	yes, every 3 weeks	yes, every 3-4 weeks	yes, every 2 weeks
Meetings between CBs and PDs (6.5)	yes (4)	yes (2)	yes (3)	yes (3)	yes (4)
CSS post & retro-pre resp. (6.6)	11	31	11	7	34
ICLS post & retro-pre resp. (6.6)	28	8	7	7	13
Mini-CQS post & retro-pre resp. (6.6)	16	12	6	6	8
Post programme review meeting (6.7)	Yes	no	yes	no	yes
Final Steering committee meeting (6.8)	no	no	no	no	Planned Dec 2017
Other interventions (6.9)					
weekly joint lunch meetings	yes	no	no	no	yes
facilitated project reviews	yes	no	yes	yes	yes
joint celebration of cultural events	yes	no	no	yes	yes
dedicated cultural trainings for newcomers	yes	no	yes	yes	yes
buddy scheme (1+1)	yes	no	partly	partly	no
alternative trainings	no	no	no	no	yes, subgroup training
Code of Conduct principles	no	no	yes	yes	yes
Measurement tools					
ICLS (7.1)	yes/ pre and post &ret-pre	yes/pre and post &ret-pre	yes/pre and post &ret-pre	yes/pre and post &ret-pre	yes/pre and post &ret-pre
CSS (7.2)	yes/ pre and post &ret-pre	yes/pre and post &ret-pre	yes/pre and post &ret-pre	yes/pre and post &ret-pre	yes/pre and post &ret-pre
CQS (7.3)	yes/ pre and post &ret-pre	yes/pre and post &ret-pre	yes/pre and post &ret-pre	yes/pre and post &ret-pre	yes/pre and post &ret-pre
AAR (7.4)	yes, after 6.2 and 6.3	yes, after 6.2 117	yes, after 6.2 and 6.3	yes, after 6.2 and 6.3	yes, after 6.2 and 6.3
Interviews (7.5)	with Huawei and cust. CBs	Huawei PD/CBs and cust. PD	with Huawei and cust. CBs	with Huawei and cust. CBs	with Huawei and cust. CBs

7 Project results

7.1 *Introduction to the data evaluation*

In a first step I am going to evaluate the four projects (P) with full BDaC implementation (P1, P3, P4, P5) and the comparison project P2 individually on the hypotheses H1 and H2 with descriptive statistics on mean values as well as reliability and significance tests on the CSI (H1), and the GSI, LSI and TCI (H2). H3 is tested with the CQS for the full programme, due to a lower response rate in the second survey. For the reliability test I calculate Cronbach's alpha as introduced in Chapter 6.2.5. For the significance test I conduct a t-test on two samples assuming unequal variances comparing the results from the post part with the results from the retro-pre part of the second questionnaire. The Post & Retro-Pre survey design has been introduced and discussed in Chapter 4.2.1. I include the responses from the Pre-test to control for any outstanding deviations. The hypotheses are tested based on the differences between the post data ('after') and the Retro-Pre ('before'). The t-tests are evaluated against a one-tail $p=.05$ criterion. The five dimensions under test contain a set of questions: CSI - 4 questions; GSI - 6 questions; LSI - 5 questions; TCI - 6 questions; CQS - 9 questions ('mini-version'). It can be argued whether each response should be regarded as an independent event or whether the responses are somewhat related and therefore dependent. The reliability analysis in the tool validation phase (see Chapter 6.2.5) showed high alpha values suggesting that all the questions in one dimension group address this dimension. Therefore, I assume a dependency among the questions of one dimension and take for the t-test the mean value of the questions that belong to that dimension. This reduces the number of observations for the analysis and with this the potential of meeting the significance criterion, but it increases the statistical power. As example: A group of 10 participants in the CSS will provide 40 observations in answering the four related questions. Under the assumption that the observations of a single person are dependent their mean value is calculated and the t-test is performed with the reduced 10 observations.

I am going to add the qualitative feedback from the different sources, i.e. from the surveys, from the formal reviews like the AAR and from the individual interviews, when discussing the individual survey results. I relate these views and observations with the numerical results to identify consistencies, discrepancies, or the varieties of results.

The response rate on the second stage of the CQS has been lower for some projects. This might be because the participants showed signs of fatigue or a lack of motivation in responding to questionnaires; Chapter 8.3 elaborates further on these insights. Therefore, I evaluated the CQS for the projects 1, and 3 to 5, together, and not separately.

I evaluate P2 as comparison project separately and compare the results with the other projects in the descriptive statistics, based on the considerations on quasi-experimental study designs

This chapter discusses the summary results of the survey responses. Appendices L to Q contain the survey data for all the projects down to individual question and cultural group level. In some cases the findings and conclusions in this chapter refer to numerical values that can be found in the respective appendices. There, the numerical analysis is done for the total Huawei group as well as separated for the two subgroups Chinese expatriates (CHN), and Locals (LOC) in case I received at least five responses for each subgroup. The local Chinese (LCH) group is not evaluated separately as the number of responses was below five for the second survey in all projects.

While the programme setups slightly varied across the projects, they still follow the same BDaC design and share the main elements of the SOP. Therefore, I take in a second step all survey data from P1, P3, P4, and P5 together in one holistic evaluation to explore the three hypotheses with the same statistical methods as before. Due to the larger number of participants I should achieve a higher strength in the statistical analysis. I analyse the CQS responses on the four factors Motivation, Cognition, Metacognition, and Behaviour as validated by the various researchers (see Chapter 3.2.3).

Finally, Chapter 8 contains the conclusions from the data evaluation.

7.2 Results of individual projects

7.2.1 Project 1 – DT NGTV Pilot

The pilot project ran over nine months from June 2014 to March 2015. 83 team members from Deutsche Telekom and Huawei participated in three intercultural workshops. Three cultural brokers were selected from each company based on their CQS values (for Huawei participants), their expressed personal motivation, management recommendation and my own impression during the initial workshop.

53 team members participated in the first round of surveys in June 2014 (Pre-surveys), 42 from Huawei (29 Chinese Expatriates, 9 Locals, 4 Local Chinese) taking the Intercultural Leadership Survey (ICLS) and 11 from Deutsche Telekom, answering the Customer Satisfaction Survey (CSS). The ICLS has been Huawei Intranet web-based, the CSS was distributed by email as Microsoft-Word attachment by Deutsche Telekom's HR department, that also collected the feedback. Further 12 CSS responses were collected in the beginning of the first joint workshop on September 10, 2014.

39 team members participated in the second round of surveys in March 2015 (Post Retro-Pre surveys), 28 from Huawei (20 Chinese Expatriates, 7 Locals, 1 Local Chinese) on the ICLS and 11 from Deutsche Telekom on the CSS. The ICLS was again facilitated through the Huawei Intranet and the CSS distributed and collected manually through emailing, this time managed by one of the DT Cultural Brokers.

The following paragraphs summarise the survey results with the statistical analysis. Appendix L contains the data on each question across the cultural groups.

Customer Satisfaction Survey (CSS)

Project 1 (P1)	Post	RetPre	N	Δ absolute	Δ percent	Pre	N
CSI	5.15	3.88	11	1.27	33%	3.86	11
Self-view	5.57	5.20	28	.37	7.1%	5.19	42

Table 7-1 Customer satisfaction index and comparison with Huawei self-view for Project 1

In the post to retro-pre comparison the customer satisfaction index (CSI) went up by 1.27 points (33%) from 3.88 to 5.15. The largest improvement is on the cultural fit (question 3), on sharing of values and aligning to establish the best way of working which moved from 3.80 to 5.40, a plus of 1.60 points, or 42% (data in Appendix L).

The Huawei team's perception on customer satisfaction rose as well, from 5.20 to 5.57 (7%). The self-view in the Post survey is still higher than the customer feedback (5.57 versus 5.15), but the difference decreased compared to the Pre survey ($\Delta\text{CSI}/\text{self-view-post} = .42, 8\%$; $\Delta\text{CSI}/\text{self-view-pre} = 1.33, 34\%$). The self-view on customer satisfaction closed ranks between the Chinese Expatriate group and the Local employees group, starting at $\Delta\text{CHN}/\text{LOC-pre}=1.22$ in June 2014 and ending with $\Delta\text{CHN}/\text{LOC-post}= .06$ in March 2015. The Chinese group obviously demonstrated a better judgment on the customer satisfaction when going through the programme. One might interpret this is a learning effect through self-reflection and customer understanding. I am going to pick up on this point when including the interviews.

On the open question on what changed and improved during the BDaC programme the customer participants answered

- We learned to find an efficient working mode by building up a certain level of trust and the knowledge of what we can expect from each other
- Real team building has been started and continually been worked upon at all levels in a partnership mode
- We started to work more as a team. I understand the Huawei colleagues better.
- Better understanding of company cultures and processes

- Better communication; Huawei colleagues improved their English communication.

Results of the t-test analysis meet the $p \leq .05$ significance criterion and show high reliability on alpha.

<i>Project 1 CSI - H1 testing</i>	<i>CSS post</i>	<i>CSS Retpre</i>
Mean	5.15	3.88
Variance	.42	.38
Observations	10	10
t Stat	8.70	
P(T<=t) one-tail	<.0001	
t Critical one-tail	1.83	
Cronbach's alpha	.88	

Table 7-2 Reliability analysis and significance test on Hypothesis 1 (CSI) for Project 1

Figure 7-1 shows the development of the customer satisfaction and the Huawei self-view on this satisfaction over the period of the BDaC programme.

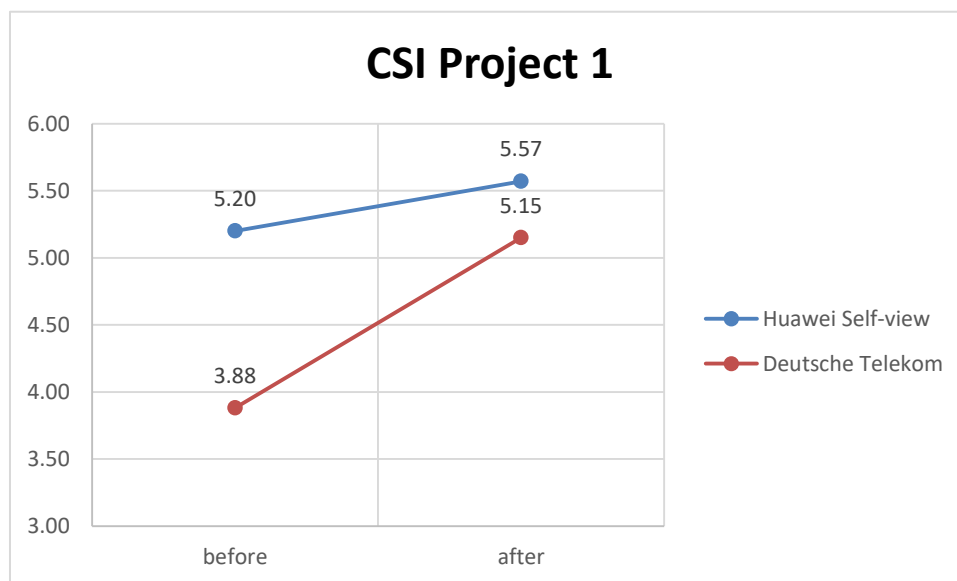


Figure 7-1 Project 1, Customer satisfaction development and Huawei self-view from Post & Retro-Pre survey

Intercultural Leadership Survey (ICLS)

The ICLS contains the 20 questions as in Table 6-5 and is analysed in the categories General Satisfaction (GSI = General Satisfaction Index), Leadership style (LSI = Leadership Index), and Team collaboration (TCI = Team Collaboration Index) as described in Chapter 6.3 (N=28; 20 CHN, 7 LOC, 1 LCH).

P1 - ICLS	Post	RetPre	N	Δ absolute	Δ percent	Pre	N
GSI	6.02	5.78	28	.24	4.2%	5.93	42
LSI	5.85	5.59		.26	4.7%	5.77	
TCI	6.10	5.69		.41	7.2%	5.80	

Table 7-3 Development of GSI, LSI, TCI for Project 1

The overall satisfaction improved ($\Delta=.24$; 4.2%) with largest improvement with the Locals group ($\Delta=.71$; 12.8%).

The satisfaction on leadership style improved during the project ($\Delta=.26$; 4.7%). The Chinese and Locals groups report quite similarly on Leadership style. Larger improvements reported by the Locals on their managers' trusting and caring ($\Delta=.72$; 12.9%). The relevance of leadership style on team performance is considered as high across the cultural groups.

Larger improvement in team collaboration ($\Delta=.41$; 7.2%), reaching a highest performance figure in the post survey (6.10 on the 7-item scale) of all the teams – see for comparison Chapter 6.3.2. Strong team collaboration improvement particularly with the Locals on cross-cultural collaboration (Q7/ $\Delta=1.29$; 27.4%) and on team working climate (Q6/ $\Delta=1.00$; 18.0%). Huawei project team members, and particularly locals, are convinced that their team is high performing. Chinese and Locals regard a good collaboration between both groups as essential for the business results. The team collaboration improved significantly from the Locals' perspective ($\Delta=.95$; 17.7%). The measures on the reality (value=6.33) are now even higher than the expectations on the impact (Q16/value=6.00)! The level of English communication improved across the team ($\Delta=.28$; 5.0%).

Results of the t-test analysis meet the $p \leq .05$ significance criterion on all three dimensions and show high reliability on alpha.

<i>Project 1 GSI, LSI, TCI H2 testing</i>	<i>GSI post</i>	<i>GSI retpre</i>	<i>LSI post</i>	<i>LSI retpre</i>	<i>TCI post</i>	<i>TCI retpre</i>
Mean	6.02	5.78	5.85	5.59	6.10	5.69
Variance	1.05	1.05	1.00	1.15	.96	1.09
Observations	28	28	28	28	28	28
t Stat	1.78		2.34		2.93	
P(T<=t) one-tail	.0428		.0134		.0034	
t Critical one-tail	1.70		1.70		1.70	
Cronbach's alpha	.87		.91		.95	

Table 7-4 Reliability analysis and significance test on Hypothesis 2 on GSI, LSI, TCI for Project 1

Figure 7-2 shows the results from the ICLS on the three dimensions over the period of the programme.

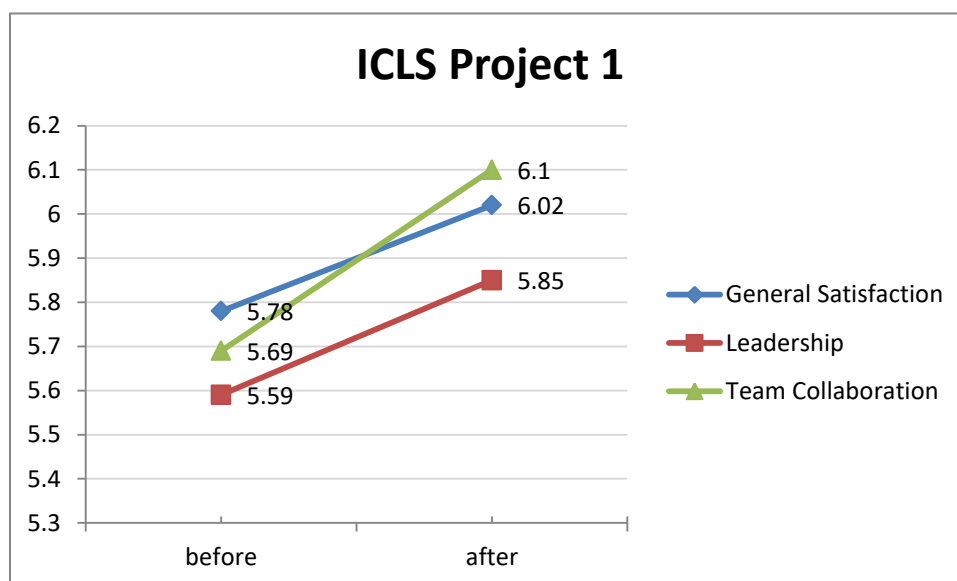


Figure 7-2 Project1-Huawei internal satisfaction development from ICLS Post & Retro-Pre Survey

7.2.2 Project 2 – Vodafone CCS (Comparison Project)

Project 2 ran from July 2015 to June 2016 for the delivery and implementation of a new Converged Charging System for Vodafone in Germany. It was initiated by the project directors of both companies. However, I missed to get in the management buy-in, particularly from the customer side. The project was kicked off with the initial surveys; the CSS, where 32 customers participated, and the ICLS with 36 responses from Huawei, 6 Chinese Expatriates (CHN), 4 Local Chinese (LCH), 20 Locals (LOC) and 6 with unknown cultural identity. For this project and all the following I used SurveyMonkey as professional survey tool. All invited participants received an email with a web-link that opened the survey. 24 Huawei project members participated in the internal workshop, where the CSS and ICLS were analysed and five CBs nominated to work with the customer on the improvement of the relationship. After one month into the programme the project directors in both companies changed, resulting in a low interest on the customer side in a joint cross-cultural workshop and a low motivation with the Huawei project director on driving the BDaC programme forward. The joint workshop was cancelled, no cultural brokers were assigned on the customer side and there was no formal BDaC programme set up. All initiatives were held Huawei internally. Project 2 missed the following BDaC SOP components

- No management level engagement
- No workshop with the business partner (Vodafone)
- No Cultural Broker at business partner
- Lack of intervention of Huawei CBs with business partner; no counterparts
- No joint interventions
- No CB/PD review meetings on cross-cultural behaviour

However, the customer PD agreed to check the satisfaction again after 11 months using the post & retro-pre CSS. In so far Project 2 may be seen as a comparison group that provides survey results like the others without a proper installation of the BDaC programme and its interventions.

I received 31 responses from customers in the second CSS (Post & Retro-Pre) and 8 responses from Huawei internally in the second ICLS (5 LOC, 2 CHN, 1 LCH). Results are aggregated across cultures due to the lower response rate. For the detailed data analysis see Appendix M.

Customer Satisfaction Survey (CSS)

Project 2 (P2)	Post	RetPre	N	Δ absolute	Δ percent	Pre	N
CSI	3.64	3.92	31	-.28	-7.1%	4.67	32
Self-view	5.15	4.86	8	.29	6.0%	5.35	36

Table 7-5 Customer satisfaction index and comparison with Huawei self-view for Project 2

Customer satisfaction deteriorated on all four questions when people were asked to compare June 2016 (post) with August 2015 (retro-pre).

Customer respondents perceived their satisfaction in the retro-pre part of the second CSS related to the beginning of the programme in August 2015 lower than in the Pre-survey in August 2015 ($\Delta = -.70$; - 15.2%). Compared to the initial (pre) survey the satisfaction at the end of the programme (post) dropped deeply ($\Delta = -1.03$; - 22.0%). Considering almost similar participation rates (pre: N=32; post&retpre: N=31) this decline in customer satisfaction can be seen as representative. Interviews with participants and the qualitative answers from the survey confirm this impression. One group of participants responded that nothing had changed in the relationship, others noted a further lack in communication, listening, and action taking.

The Huawei participants believed that the customer satisfaction went up during the project period ($\Delta = +0.29$; +6.0%). Figure 7-3 illustrates the differences in self-view development and real customer satisfaction.

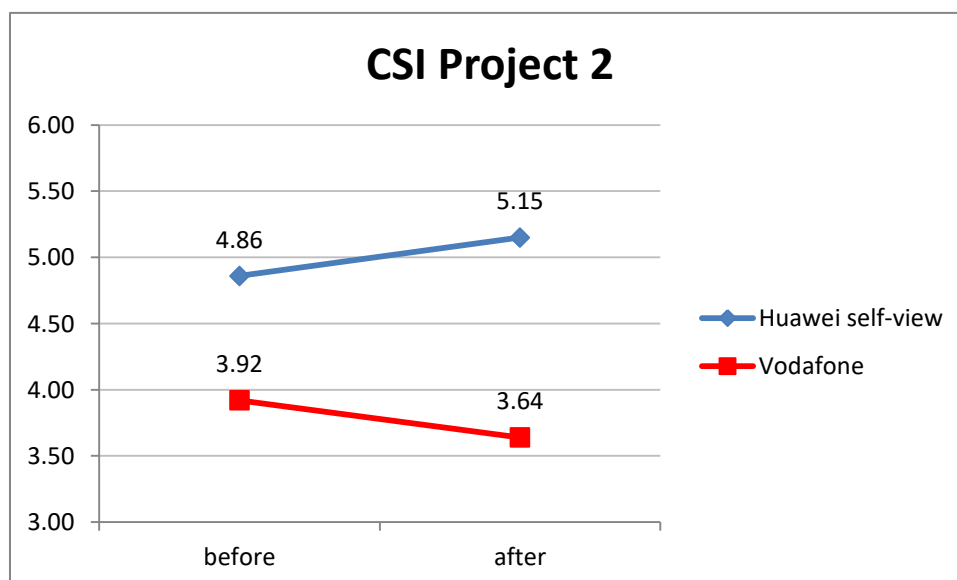


Figure 7-3 Project 2, Customer satisfaction development and Huawei self-view from Post & Retro-Pre

Overall, this might be an indication that the project without any interventions and CB implementation does not achieve the aimed improvement.

Intercultural Leadership Survey (ICLS)

P2 - ICLS	Post	RetPre	N	Δ absolute	Δ percent	Pre	N
GSI	4.45	5.02	8	-.57	-11.4%	5.69	36
LSI	4.40	5.06		-.66	-13.0%	5.63	
TCI	5.22	5.31		-.09	-1.7%	5.72	

Table 7-6 Development of GSI, LSI, TCI for Project 2

36 Huawei team members responded in the first round of surveys, 8 in the second. This low participation rate reflects a lack of engagement and drive from the management side as possibly from the CBs. In an interview, two CBs from Huawei reflected on the engagement and the results stating that they felt a missing support from the management and a lack of interaction with the customer as there were no CBs nominated.

All ICLS parameters decreased; the largest drop occurred in the leadership performance with -13%, that also impacted the general satisfaction as two questions in the GSI category are related to leadership. The gap is even larger if also the Pre survey is considered, with 1.24/1.23 points difference on LSI/GSI. (Aug 2015 based on 36 responses, June 2016 based on 8 responses). Participants particularly feel that their view is taken much less into consideration than before (Q3).

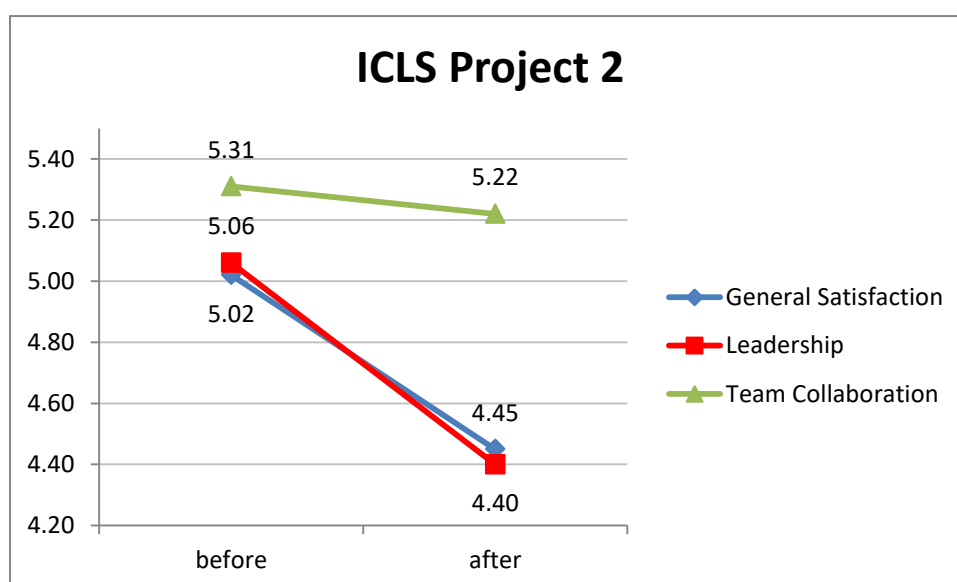


Figure 7-4 Project 2 - Huawei internal satisfaction development from ICLS Post & Retro-Pre

7.2.3 Project 3 – Proximus SIMBA Optical project

With the insights from the first two projects I introduced a mandatory management initiation in the BDaC programme. In a management meeting with the Belgian operator Proximus it was decided to initiate a BDaC project for the future network architecture programme (called 'SIMBA') in two steps, related to the Optical and IP architecture. Project 3 worked on the collaboration between the Optical teams and Project 4 with the IP teams. Both projects ran with smaller teams. I considered merging both projects for the analysis as this would enlarge the number of responses for the hypothesis testing and with this the significance level. However, as the teams operated separately and ran the BDaC programme at different times with separate surveys and interventions, I decided to evaluate both projects independently, having in mind the sensitivity to any statistical outliers.

Project 3 (SIMBA Optical) ran from December 2015 to July 2016. On the initial CSS I received 12 customer responses and 16 responses from Huawei team members on the ICLS (3 CHN, 10 LOC, 3 LCH). The second round of surveys (post & retro-pre) delivered 11 responses on the CSS and 7 on the ICLS (1 CHN, 6 LOC). Due to the small amount of responses from Chinese team members the evaluation and comparison is only done between companies, not between national origins. Appendix N contains the detailed data from the surveys.

Customer Satisfaction Survey (CSS)

Project 3 (P3)	Post	RetPre	N	Δ absolute	Δ percent	Pre	N
CSI	4.65	4.21	11	.44	10.5%	4.32	12
Self-view	4.68	4.29	7	.39	9.1%	5.05	16

Table 7-7 Customer satisfaction index and comparison with Huawei self-view for project 3

The customer satisfaction increased during the programme ($\Delta=.44$; 10.5%), particularly in the improvement in the communication around changes in the project plan and the delivery ($\Delta=.79$; 19.8%).

The Huawei self-view matched closely with the CSI in absolute terms and in the development in the course of the programme with $\Delta_{\text{post}}=.03$ and $\Delta_{\text{retro-pre}}=.08$, reflecting a good self-judgment of the Huawei team when going into the second survey. In the first survey the gap between self-view and customer view was considerably larger ($\Delta_{\text{pre}}=.73$). Figure 7-5 illustrates the customer satisfaction and the self-view in the post and retro-pre analysis.

Results of the t-test analysis meet the $p \leq .05$ significance criterion and show high reliability on alpha.

<i>Project 3 CSI - H1 testing</i>	<i>CSS post</i>	<i>CSS Retpre</i>
Mean	4.64	4.21
Variance	.71	.88
Observations	14	14
t Stat	1.93	
P(T<=t) one-tail	.0375	
t Critical one-tail	1.77	
Cronbach's alpha	.86	

Table 7-8 Reliability analysis and significance test on Hypothesis 1 (CSI) for Project 3

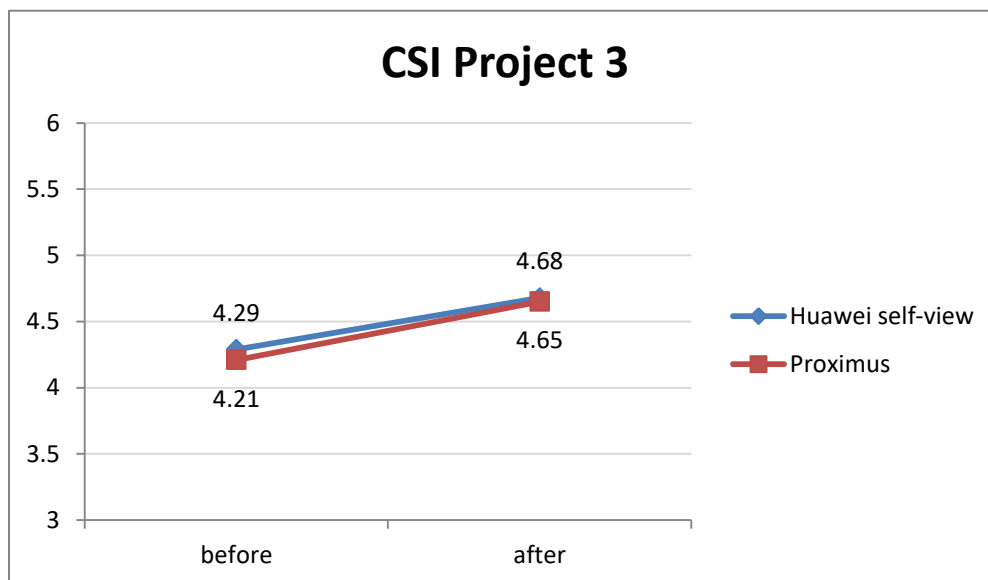


Figure 7-5 Project 3, Customer satisfaction development and Huawei self-view from Post & Retro-pre survey

Intercultural Leadership Survey (ICLS)

P3 - ICLS	Post	RetPre	N	Δ absolute	Δ percent	Pre	N
GSI	5.64	5.40	7	.24	4.4%	5.70	16
LSI	5.60	5.51		.09	1.6%	5.71	
TCI	5.41	5.12		.29	5.7%	5.52	

Table 7-9 Development of GSI, LSI, TCI for Project 3

The ICLS shows slight improvements in the General Satisfaction ($\Delta=.24$; 4.4%), Leadership style ($\Delta=.11$; 2.0%), and Team Collaboration ($\Delta=.36$; 6.9%).

The cross-cultural collaboration improved by $\Delta=.57$; 10.6%, and the participants reported more communication taken place in English ($\Delta=.57$; 11.7%).

Project 3 GSI, LSI, TCI H2 testing	GSI post	GSI retpre	LSI post	LSI retpre	TCI post	TCI retpre
Mean	5.64	5.40	5.60	5.51	5.40	5.12
Variance	.27	.44	.23	.38	1.08	1.65
Observations	7	7	7	7	7	7
t Stat	1.40		.66		1.28	
P(T<=t) one-tail	.1055		.2669		.1240	
t Critical one-tail	1.94		1.94		1.94	
Cronbach's alpha	.51		.62		.93	

Table 7-10 Reliability analysis and significance test on Hypothesis 2 on GSI, LSI, TCI for Project 3

The statistical analysis shows that while all the mean values go up, the significance criteria are not met for the three parameters. The low participation rate in the second survey with only seven responses causes a high sensitivity to outliers or more extreme responses as a detailed look at the individual responses unveils. With small improvements as in project 3 it requires a broader basis of responses to support the hypothesis within the allowed error probability. I will include the data from Project 3 in the overall analysis which is then based on more, more precisely 55, responses to test the effectiveness of the BDaC programme.

In the case of the ICLS, the internal survey, I started with 16 responses in the first survey, of which 9 dropped out for the second survey, either because they left the project during the course of the programme (five people left the programme) or because they were not motivated for the second survey or not available during the three weeks survey period. While the programme has received positive feedback in the AARs and in the after-

programme talks with the CBs and the team members, in the ICLS component it has been less useful for the academic research on its statistical validity. My conclusion is to ensure in the future a larger sample rate from the beginning if the results should be used for research purposes, in selecting projects with a larger size of team members, in running the project for not too long so that the team remains stable, and in motivating the participants particularly before the second survey. These learning are further discussed in Chapter 8.

The same limitations exist for the reliability analysis as alpha does not meet the 0.7 value for high reliability in case of the GSI and the LSI.

Figure 7-6 shows the development of the key aspects of the ICLS as they are reported from the seven participants of the second survey. It should be noted that the scales in the CSS and ICLS figures are different across the projects. For comparison of the projects see Chapter 7.4.

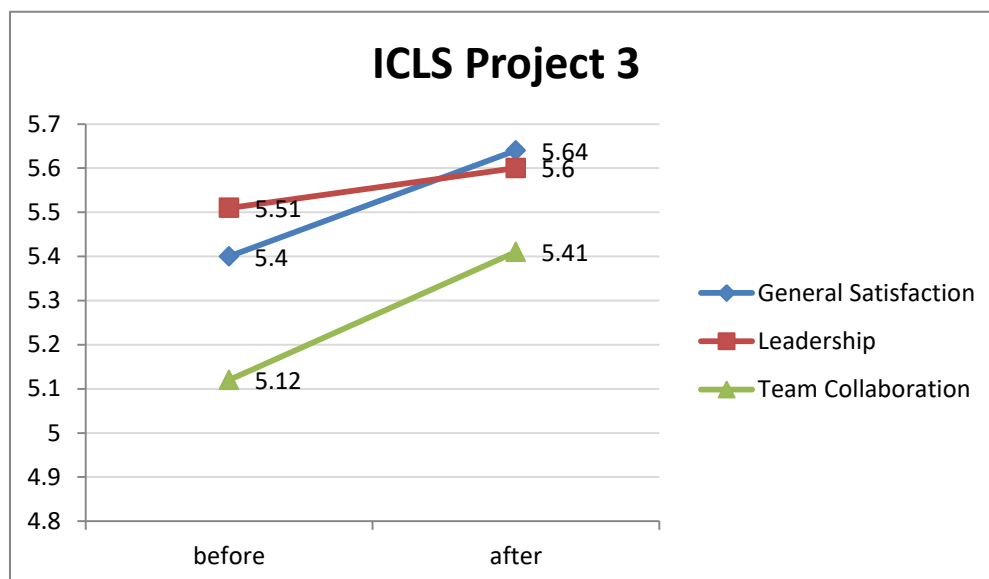


Figure 7-6 Project 3 - Huawei internal satisfaction development from ICLS Post & Retro-Pre

7.2.4 Project 4 – Proximus SIMBA IP project

The second project with Proximus ran from April to November 2016 with 12 responses on CSS and 15 responses on the ICLS in the initial surveys and 7 responses on the CSS and 7 on the ICLS in the post & retro-pre survey. Due to the smaller team and lower number of participants the evaluation is again done on company level, not on national culture granularity. For the detailed survey data see Appendix O.

Customer Satisfaction Survey (CSS)

Project 4 (P4)	Post	RetPre	N	Δ absolute	Δ percent	Pre	N
CSI	4.32	2.47	7	1.85	74.9%	2.91	12
Self-view	5.29	4.36	7	.93	21.3%	4.65	15

Table 7-11 Customer satisfaction index and comparison with Huawei self-view for Project 4

The customer relationship was in a critical stage in the beginning of the programme, when the management decided to implement the BDaC programme. The pre-survey confirmed this impression not only in the numbers but also in the qualitative answers and in interviews where communication and the lack of mutual trust were the key issues. The customer satisfaction improved significantly during the programme ($\Delta=1.85$; 74.9%), based on the seven responses of the second survey. A comparison with the Pre-survey with 12 responses confirms the effectiveness of the programme ($\Delta=1.41$; 48.5%).

The Huawei self-view showed a large gap in the pre-survey ($\Delta\text{CSI}/\text{Selfview-pre}=1.74$). At the end of the programme the participants still felt that their performance was much better in the beginning of the programme than the customer responses ($\Delta\text{CSI}/\text{Selfview-retpre}=1.89$). They scored their performance at the end of the programme also higher related to the beginning ($\Delta= .93$; 21.3%); however, the gap to the customer feedback became smaller ($\Delta\text{CSI}/\text{Selfview-post}=.97$).

Results of the t-test analysis meet the $p \leq .05$ significance criterion and show high reliability on alpha.

Project 4 CSI - H1 testing	CSS post	CSS Retpre
Mean	4.32	2.47
Variance	.83	.34
Observations	7	7
t Stat	6.45	
P(T<=t) one-tail	.0003	
t Critical one-tail	1.94	
Cronbach's alpha	.82	

Table 7-12 Reliability analysis and significance test on Hypothesis 1 (CSI) for Project 4

It should be noted that, like with Project 3, the sample rate in the second survey has been low with seven responses in each surveys and the significance test should be interpreted with this caveat in mind.

Figure 7-7 shows the results of mean scores in graphical format.

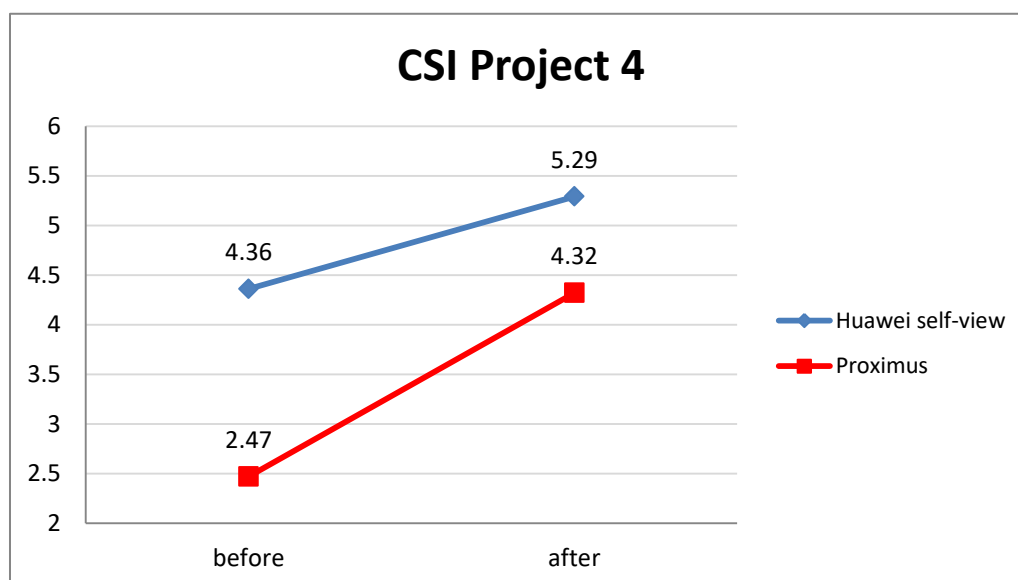


Figure 7-7 Project 4, Customer satisfaction development and Huawei self-view from Post & Retro-Pre survey

Intercultural Leadership Survey (ICLS)

P4 - ICLS	Post	RetPre	N	Δ absolute	Δ percent	Pre	N
GSI	5.83	5.29	7	.54	10.2%	5.69	15
LSI	5.94	5.51		.43	7.8%	5.82	
TCI	5.62	4.98		.64	12.9%	5.52	

Table 7-13 Development of GSI, LSI, TCI for Project 4

The internal performance parameters GSI, LSI and TCI improved over the period of the programme. Quite remarkable is the change in perception on the internal performance compared to the beginning of the programme. The retpre scorings are all lower than the pre scorings, indicating that the participants may have developed a more critical view on their performance and satisfaction. Some interviews suggest that this has at least partly been because of the interventions in the BDaC programme. It needs to be mentioned and considered in the interpretation of results that the second survey is based on only seven responses.

Results of the t-test analysis meet the $p \leq .05$ significance criterion and show high reliability on alpha (limitation on interpretation of data with small sample size apply).

<i>Project 4 GSI, LSI, TCI H2 testing</i>	<i>GSI post</i>	<i>GSI retpre</i>	<i>LSI post</i>	<i>LSI retpre</i>	<i>TCI post</i>	<i>TCI retpre</i>
Mean	5.83	5.29	5.94	5.51	5.62	4.98
Variance	1.12	.87	.57	.54	2.05	1.83
Observations	7	7	7	7	7	7
t Stat	3.31		3.60		3.06	
P(T<=t) one-tail	.0081		.0057		.0112	
t Critical one-tail	1.94		1.94		1.94	
Cronbach's alpha	.90		.83		.96	

Table 7-14 Reliability analysis and significance test on Hypothesis 2 on GSI, LSI, TCI for Project 4

The graph in Figure 7-8 shows the development of the ICLS dimensions over the period of Project 4.

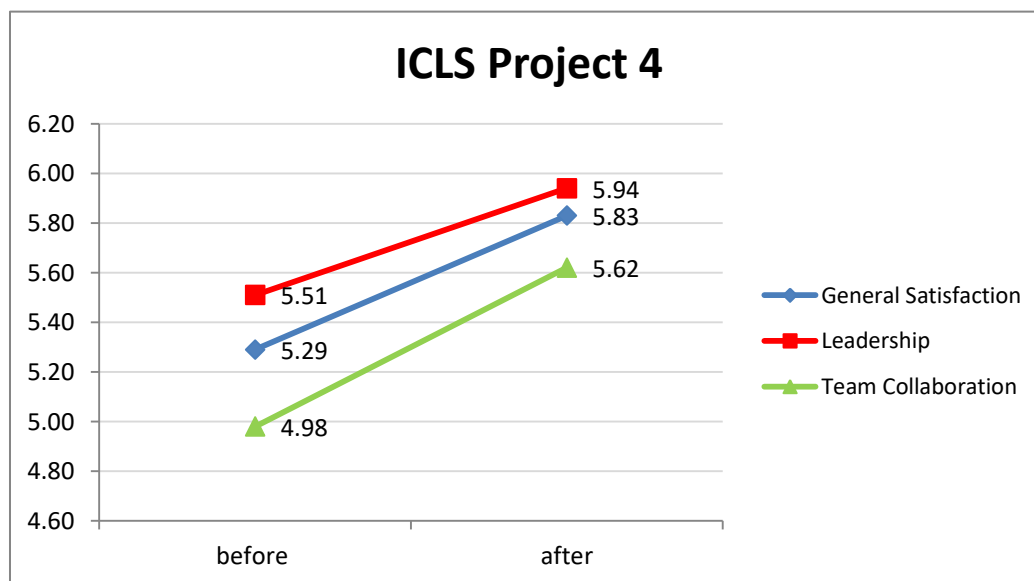


Figure 7-8 Project 4 - Huawei internal satisfaction development from ICLS Post & Retro-Pre

7.2.5 Project 5 – KPN NGBSS

The project with KPN started in December 2016, right after Project 4 finished and ran until July 2017. As the last BDaC project it benefitted from the experiences in the other projects, although business circumstances also caused some limitations in this project. It was kicked off with a customer management decision and saw larger customer participation in the surveys – 38 people in the first survey and 34 in the second - and in the workshops. The CBs on the Huawei side were selected according to the CQ criteria and showed high motivation and drive. Both had a Chinese background with local culture knowledge that let them engage well with both groups. They held three subgroup workshops next to the larger plenary session, and brought in new ideas like a ‘wall of reflection’ for day-to-day communication and improvements. One of the learnings from Projects 3 and 4 was to work on keeping the participation rate stable between the first and the second survey. This was achieved in Project 5 with a drop of less than 20%. However, the Huawei team in the project was smaller than KPN’s and even with a higher participation rate the total number of ICLS responses just reached 13 in the second survey.

Customer Satisfaction Survey (CSS)

Project 5 (P5)	Post	RetPre	N	Δ absolute	Δ percent	Pre	N
CSI	4.10	3.75	34	.35	9.3%	3.72	38
Self-view	5.31	5.04	13	.27	5.4%	5.07	16

Table 7-15 Customer satisfaction index and comparison with Huawei self-view for Project 5

Results of the t-test analysis meet the $p \leq .05$ significance criterion and show high reliability on alpha.

Project 5 CSI - H1 testing	CSS post	CSS Retpre
Mean	4.10	3.75
Variance	1.11	1.16
Observations	34	34
t Stat	3.51	
P(T<=t) one-tail	.0007	
t Critical one-tail	1.69	
Cronbach's alpha	.79	

Table 7-16 Reliability analysis and significance test on Hypothesis 1 (CSI) for Project 5

The CBs have been very active in the programme in using BDaC elements that showed its effectiveness before, like the Code of Conduct, and developing new ideas like the team dialogue in small working groups and the open dialogue at the bulletin board. Related to

these activities the change in customer satisfaction has been quite small. I discussed the cohesion with the cultural brokers from both company's and with the customers' management. The verbal feedback in the interviews was more positive than the numbers would suggest. One manager's comment pointed out the dilemma of providing positive feedback while keeping the pressure on the supplier. In the cross-cultural buyer-supplier relationship members on the buyer's side might be hesitant to provide positive feedback on transformations as they think this would worsen their position in business negotiation. The basic belief would be that a certain level of dissatisfaction on the buyer side keeps the motivation on the supplier side. These implications from the buyer-supplier relationship in a BDaC programme need to be included in the programme's assessment (see Chapter 8.3).

The interviews confirmed the activities and the strong relationship between the CBs. At the same time they were missing the strong link within their own organisation, partly because of the size and the complexity of the project. Running a larger project with more participants provides a better statistical validity but may be more difficult to manage for the CBs.

Figure 7-9 shows the development of the customer satisfaction and the Huawei self-view, which improve in parallel lines, with a larger gap between both. One argument that was discussed in this context was whether some cultures tended to score lower. It reminded me of engagements at IMD Business School in Lausanne, where the coaches related their assessments from the clients to their national background. One coach told me that getting a top score from a Dutch client would almost be impossible although the client might be very satisfied. In conclusion one might need to take the absolute figures into cultural background relationship.

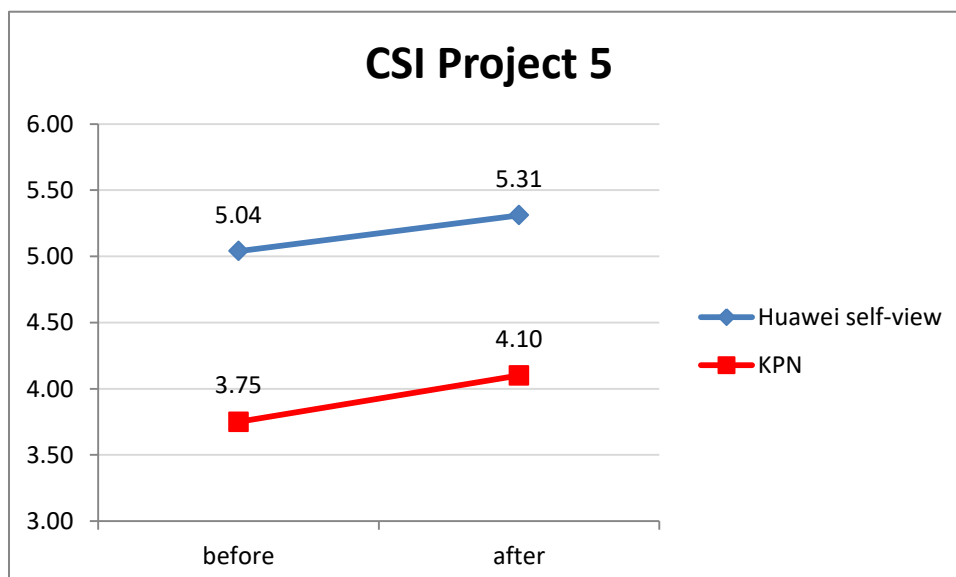


Figure 7-9 Project 5, Customer satisfaction development and Huawei self-view from Post & Retro-Pre survey

Intercultural Leadership Survey (ICLS)

P5 - ICLS	Post	RetPre	N	Δ absolute	Δ percent	Pre	N
GSI	6.18	5.85	13	.33	5.6%	5.70	16
LSI	6.08	5.85		.23	3.9%	5.54	
TCI	5.95	5.56		.39	7.0%	5.87	

Table 7-17 Development of GSI, LSI, TCI for Project 5

All ICLS parameters improved slightly during the course of the programme. It should be noted that the absolute satisfaction and performance figures are very high compared to other teams. For comparison: The average GSI for Huawei Western Europe scores at 5.49. The high performance Team B in the tool validation (Chapter 6.3.2) scored with GSI=5.98; LSI=6.02; TCI=5.89 (all values extrapolated from 5-items to a 7-items scale). This team scored after the BDaC intervention higher than team B. Results of the t-test analysis meet the $p \leq .05$ significance criterion for GSI and TCI, but not for LSI. All parameters show high reliability on alpha.

Project 5 GSI, LSI, TCI H2 testing	GSI post	GSI retpre	LSI post	LSI retpre	TCI post	TCI retpre
Mean	6.18	5.85	6.08	5.85	5.95	5.56
Variance	.30	.47	.40	.53	.40	.87
Observations	13	13	13	13	13	13
t Stat	1.93		1.18		1.91	
P(T<=t) one-tail	.0390		.1308		.0405	
t Critical one-tail	1.78		1.78		1.78	
Cronbach's alpha	.88		.81		.80	

Table 7-18 Reliability analysis and significance test on Hypothesis 2 on GSI, LSI, TCI for Project 5

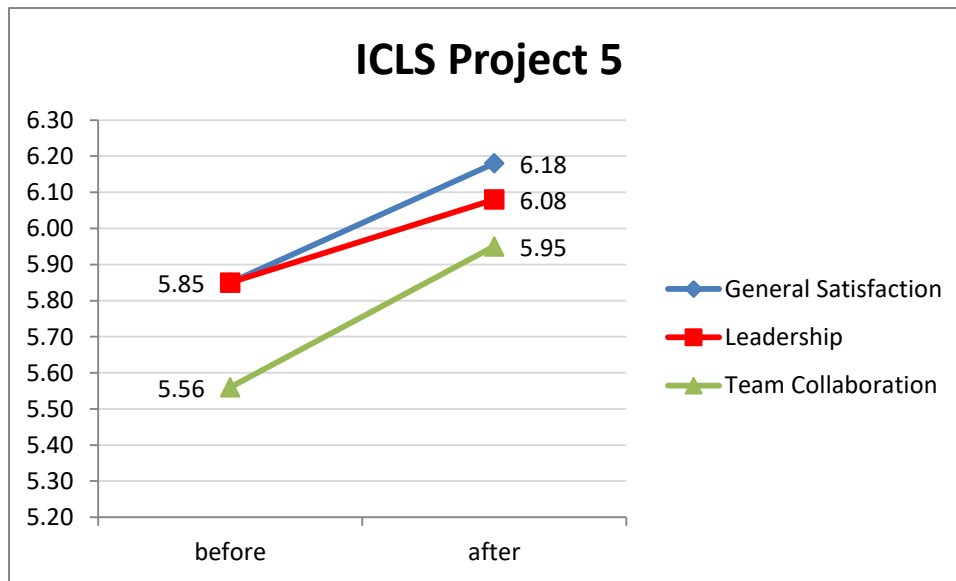


Figure 7-10 Project 5 - Huawei internal satisfaction development from ICLS Post & Retro-Pre

7.3 BDaC summary of all projects

7.3.1 Comparison analysis in the quasi-experimental design

As discussed in Chapter 4.2.3 the study design can be described as quasi-experimental. Participants are not randomly allocated to the different projects, but belong to specific project teams. Therefore, all projects are evaluated separately as none of them shows exactly the same characteristics as the other. There are strong similarities between projects P1, P3, P4 and P5 as they all followed the BDaC SOP of Appendix D. However, they also differ in some variables like the sample sizes and national distributions. The validity of the research study can be strengthened with the introduction of a Comparison Project (see Chapter 4.2.3). Although P2 has not been designed ex-ante for comparison it might show characteristics that are suitable for a comparison with the BDaC projects. This comparison is analysed in the following paragraph.

In quasi-experimental designs the researcher should identify a comparison group that is as similar as possible to the treatment group with respect to pre-intervention characteristics (White and Sabarwal 2014). This could be achieved in defining and selecting sub-groups of each survey population that show similar values or characteristics on relevant variables. However, in the case of this study not much information has been collected on the participant beyond the cultural/national background. With the small population number a further collection of information would have allowed to create a profile and with this to conclude on the person's identity. For instance, information on age and gender have not been collected. Furthermore, the selection of a sub-group would reduce the survey

population and with this the statistical power of the analysis. Therefore, it might be better to compare P2 with the other BDaC projects and select the one that is most similar for a quantitative comparison.

Potential criteria for the project comparison on CSI (Customer Satisfaction Index):

- Customer sample size - a larger sample size provides better validity - and the changes in number of responses from the first to the second survey, indicating customer engagement in the process
- Huawei sample size and team structure – cultural diversity between Chinese and Locals
- External incidents that may have influenced the CSI

Other factors that have not been measured are gender and age diversity and customer national diversity. However, these factors have been quite similar across all the projects. About 80% of the participants have been male; age ranged between 30 and 60 (estimated), without any special characteristics in a specific project, Huawei Chinese participants were usually at the younger end of the scale across all projects. Almost all customers were country natives.

Projects P3 and P4 showed much lower sample sizes than P2. Therefore, P2 is compared with P1 and P5 for a best fit.

	P1	P2	P5
Duration/months	9	11	8
Country	Germany	Germany	Netherlands
Customer Profile/CSS:			
1. Survey/participants	23	32	38
2. Survey/participants	11	31	34
Huawei team profile/ICLS			
1. Survey/ total participants CHN/LOC/Others	42 29/9/4	36 8/20/8	16 4/10/2
2. Survey/ total participants CHN/LOC/Others	28 20/7/1	8 2/5/1	13 2/8/3

Table 7-19 Comparison of projects

Comparing P2 and P1:

Similarities: Same countries – but still different customers/team cultures

Dissimilarities:

P1 drop in customer response rate from 1. to 2. Survey; P2 stable rate

P1: Huawei team mainly Chinese; P2: Huawei team mainly Locals

Huawei team larger than customer team

Comparing P2 and P5:

Similarities:

About similar number of Huawei and customer participants

Participation rate quite stable and similar drop from first to second survey in customer participation

Similar distribution of Chinese and Locals in Huawei team

Dissimilarities

P5: Huawei team smaller than customer team

Concerning external impacts that might influence the CSI P1 faced a delay of product delivery at the time of the second survey whereas P2 and P5 had not been at product delivery milestone at the time of the survey.

Overall P2 and P5 show the closest match for a comparison.

The Difference-in-differences (DID) – also called ‘Double Difference’ – method allows to quantify the comparison (Khandker et al 2010). It compares the changes over time between the BDaC project P5 and its comparison P2 to estimate the impact of the intervention. This is done below for the CSI.

CSI	Retpre	Post	Change
P5 (BDaC)	3.75	4.10	+.35
P2 (Comparison)	3.92	3.64	-.28
Difference		.46	.63

Table 7-20 Double Difference Analysis for comparison project P2

While the BDaC project P5 showed an improvement in customer satisfaction by .35 points, the similar project P2 without the BDaC interventions showed a decrease in customer satisfaction of .28 points, resulting in a Double Difference of .63 points between intervention and no intervention. The above calculation and Table 7-20 underline the effectiveness of the

BDaC programme in the quantitative analysis. Of all the BDaC projects P5 shows the smallest increase in customer satisfaction. However, this outperforms the project P2, that shows similar characteristics in a quasi-experimental design but without BDaC interventions, by +0.68 scale points.

7.3.2 Analysis of the BDaC projects

While Projects 1, 3, 4 and 5 show slightly different characteristics (see previous Chapter), they all followed a similar structure as described in the BDaC SOP in Appendix D. This section evaluates the full programme based on these four projects. In total I had 65 customers responding on the second survey and 55 Huawei staff.

Customer Satisfaction Survey (CSS)

P1,P3-5 total	Post	RetPre	N	Δ absolute	Δ percent	Pre	N
CSI	4.40	3.73	65	.67	18.0%	3.71	70
Self-view	5.36	4.94	55	.42	8.5%	5.05	88

Table 7-21 Customer satisfaction index and comparison with Huawei self-view for the full BDaC programme

Overall we see an 18% ($\Delta=.67$) improvement on the customer satisfaction after the course of the BDaC programmes in the Post & Retro-Pre analysis. The Huawei self-view also moves up and the score is still higher than the customer feedback, but the gap is reduced after the programme which may indicate a better self-judgment, as discussed before.

Results of the t-test analysis meet the $p \leq .05$ significance criterion and show high reliability on alpha.

<i>BDaC total CSI - H1 testing</i>	<i>CSS post</i>	<i>CSS Retpre</i>
Mean	4.4	3.73
Variance	1.01	1.09
Observations	65	65
t Stat	6.57	
P(T<=t) one-tail	<.0001	
t Critical one-tail	1.67	
Cronbach's alpha	.82	

Table 7-22 Reliability analysis and significance test on Hypothesis 1 (CSI) for the full BDaC programme

Figure 7-11 displays the CSS evolution and the Huawei self-view on customer satisfaction during the course of the programmes. The gap between both views may be explained with the different company cultures. We may see a ‘buyer-culture’ with customers who tend to score lower on customer satisfaction to keep the pressure on the supplier. We may also see a ‘supplier-culture’ where people project the customer satisfaction onto their own performance and therefore might tend to assess this customer satisfaction higher for their own appraisal.

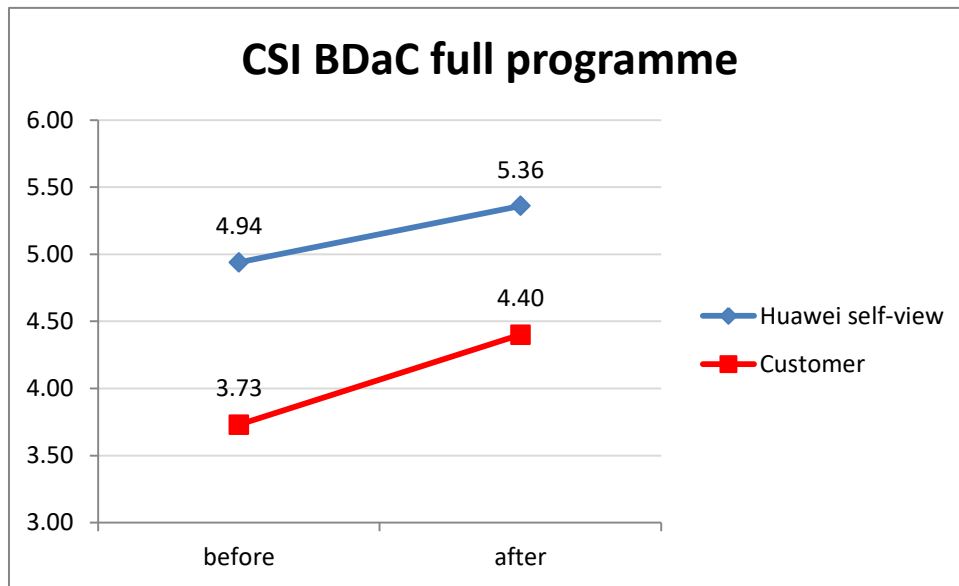


Figure 7-11 BDaC full programme - Customer satisfaction development and Huawei self-view from Post & Retro-Pre survey

Intercultural Leadership Survey (ICLS)

BDaC total ICLS	Post	RetPre	N	Δ absolute	Δ percent	Pre	N
GSI	5.99	5.69	55	.30	5.3%	5.80	88
LSI	5.88	5.63		.25	4.4%	5.70	
TCI	5.91	5.50		.41	7.5%	5.70	

Table 7-23 Development of GSI, LSI, TCI for the full BDaC programme

Satisfaction and performance improved on all dimensions (GSI, LSI and TCI). Overall the internal improvements are smaller than the customer satisfaction development; still they are consistent as the individual project analysis showed – all projects reported improvements in the three dimensions.

As already seen in the individual projects, the participation rate dropped from the first to the second survey, partly because people left the project in the course of the programme. However, still 55 team members completed the second survey which provides the necessary statistical power and the results of the t-test analysis meet the $p \leq .05$ significance criterion and show high reliability on alpha in all three dimensions.

Table 7-24 shows the statistical analysis and Figure 7-12 displays the changes in the General Satisfaction, Leadership Performance, and Team Collaboration as measured in the Post-and-Then survey.

<i>BDaC total GSI, LSI, TCI - H2 testing</i>	<i>GSI post</i>	<i>GSI retpre</i>	<i>LSI post</i>	<i>LSI retpre</i>	<i>TCI post</i>	<i>TCI retpre</i>
Mean	5.98	5.68	5.88	5.63	5.91	5.50
Variance	.77	.82	.70	.81	.98	1.20
Observations	55	55	55	55	55	55
t Stat	3.56		3.33		4.50	
P(T<=t) one-tail	.0004		.0008		<.0001	
t Critical one-tail	1.67		1.67		1.67	
Cronbach's alpha	.88		.87		.93	

Table 7-24 Reliability analysis and significance test on Hypothesis 2 on GSI, LSI, TCI for the full BDaC programme

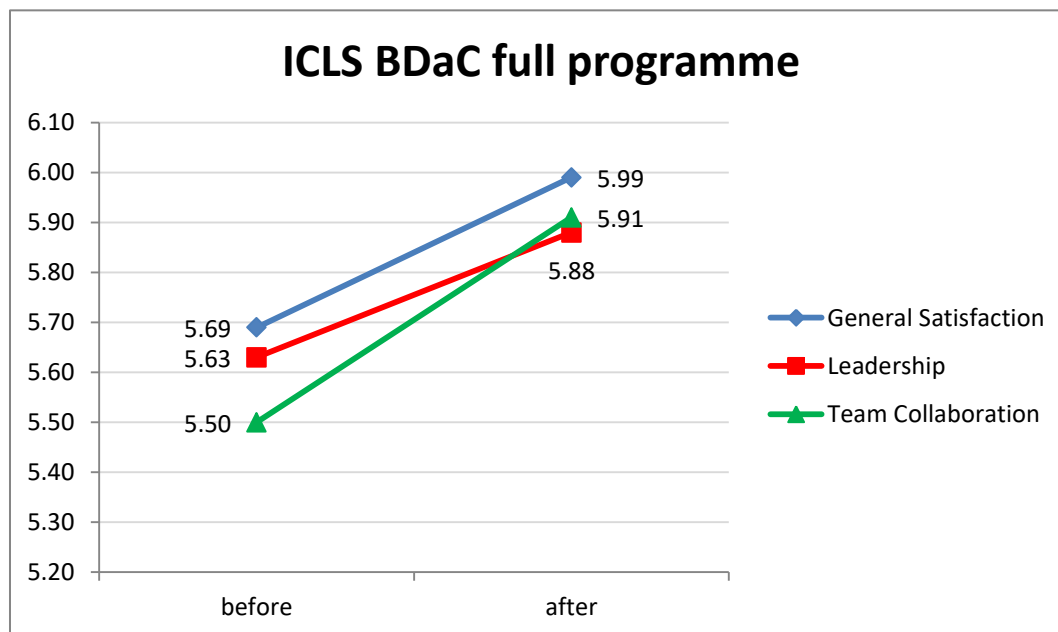


Figure 7-12 BDaC full programme - Huawei internal satisfaction development from ICLS Post & Retro-Pre

Cultural Intelligence Scale (CQS)

To identify and evaluate changes in the individual's cultural competence during the BDaC programme I used the CQS in its short form, also called 'Mini-CQS' (Ang and Van Dyne 2008, page 391). The researchers designed this nine-item version of the CQS to assess the overall CQ. I test Hypothesis 3 '*The BDaC programme develops the individual's cultural intelligence*' with the overall Mini-CQ values of the Post & Retro-Pre test. I also want to get an indication on how the different components have been developed. The nine items are a subset of the full 20-item CQS where each question is grouped under one of the four dimensions. Firstly, I evaluate the CQS responses against the four dimensions, before looking at the overall CQ to explore H3. In the CQS the questions are related to the dimensions as below:

#	Question	Dimension
Q1	I enjoy interacting with people from different cultures	Motivational CQ (MOT)
Q2	I am sure that I can deal with the stresses of adjusting to a culture that is new to me	
Q3	I know the cultural values and religious beliefs of other cultures	Cognitive CQ (COG)
Q4	I know the legal and economic systems of other cultures	
Q5	I know the rules (e.g. vocabulary, grammar) of other languages	
Q6	I am conscious of the cultural knowledge I use when interacting with people with different cultural background	Metacognitive CQ (MCQ)
Q7	I check the accuracy of my cultural knowledge as I interact with people from different cultures	
Q8	I change my verbal behaviour (e.g. accent, tone) when a cross-cultural interaction requires it	Behavioural CQ (BEH)
Q9	I change my non-verbal behaviour when a cross-cultural situation requires it	

Table 7-25 Mini-CQS and related CQ dimensions

In the Huawei internal workshops I explained the structure of the BDaC programme and the three levels for performance review, where the CQS measures the individual competence changes. I discussed in the BDaC pilot and again in the second project with the participants the use of the CQS, introducing the full and the short versions. The majority, including the project directors and the cultural brokers, preferred to use the short version. A few participants said that they did not understand some of the questions in the full-CQS, others said that they did not see how they were related to the project (e.g. knowing the marriage systems of other cultures). A general concern addressed the overall number of surveys and

questions in the BDaC programme. Taking all this into consideration, I chose the short version of the CQS for use in this research project. A second point in the discussion was the observer report. I asked the participants of the pilot programme to distribute the Mini-CQS survey to four people that they selected to get their feedback on how these people see them in their cultural competence, preferably also including customers. However, I faced reluctance and resistance on the observer reporting. It turned out that participants did not know each other well on their cultural traits and behaviours. I suggested doing the observer reporting at the end of the project which gave them the opportunity and the motivation to engage more with each other during the programme. However, a second argument against observer reporting was the personal assessment aspect. Participants were concerned whether and how this would be used for their annual performance evaluation. While I had no intention to connect any individual cultural competence feedback with performance assessments, I had to realise that the data could be used for other purposes than the research study. Therefore, I discarded the observer reporting from an ethical perspective and in order to keep the motivation and trust with the team on the other relevant interventions and measures of the project.

All the Huawei participants received the Mini-CQS questionnaire in the internal workshop as stage 1, or 'pre'-questionnaire, in paper form (Appendix G). In total I received 56 feedbacks on stage 1 for the BDaC Projects 1, 3, 4, and 5, and 26 responses for Project 2. At the end of each project the Huawei project members received the stage 2 Mini-CQS, in Post & Retro-Pre design, in an electronic format. Table 7-26 shows the results of the questionnaires for the individual questions and the statistical analysis for stage 2, the Post versus Retro-Pre for the four CQ dimensions.

P1, P3, P4, P5		Motivation		Cognition			Metacognition		Behaviour	
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Stage 1 (N=56)	PRE Mean	6.00	5.61	4.82	4.27	4.27	5.27	4.86	5.25	5.07
Stage 2 (N=36)	POST Mean	6.08	5.67	4.86	4.36	4.14	5.44	5.08	5.39	5.36
	RETPRE Mean	5.61	5.25	4.78	4.39	4.08	5.00	4.78	5.00	4.92
Stage 1 (N=56)	PRE Mean	5,80		4,45			5,06		5,16	
Stage 2 (N=36)	POST Mean/Variance	5.88 / 1.03		4.45 / 1.01			5.26 / 1.05		5.38 / 1.69	
	RETPRE Mean/Variance	5.43 / .83		4.42 / .95			4.9 / .73		4.96 / 1.25	
	Delta Mean (absolute)	.45		.03			.37		.42	
	Delta Mean (percent)	8.3		.6			7.6		8.5	
	t Stat	4.78		1.28			4.28		5.92	
	P(T<=t) one-tail	<.0001		.1052			.0001		<.0001	
	t Critical one-tail	1.69		1.69			1.69		1.69	

Table 7-26 Mini-CQS statistical analysis for Projects 1,3, 4 and 5 (7-item Likert scale)

The results show significance in the improvement for the three dimensions Motivation (= CQ Drive), Metacognition (=CQ Strategy), and Behaviour (=CQ Action). The Cognition factor (=CQ Knowledge) does not show significance in the improvement. This might be because the programme indeed does not focus on teaching the legal and economic systems of other cultures (Q4) or the rules of other languages (Q5). Results in the ICLS and participant interviews show that the language communication improves in using more English rather than through teaching and learning the language.

Table 7-26 provides an example for the response shift bias of Pre-and-Post designs. Across all questions the scores in the Pre-questionnaire (Stage 1) were higher than in the Retro-Pre in stage 2, indicating that in the beginning participants might have had a higher self-view that they corrected during the programme as they experienced their own limitations and the relative improvements they made in the course. It should be noted though that the response rates in stage 1 (N=56) and stage 2 (N=36) differ, which does not allow for a direct comparison.

Table 7-27 displays the same analysis for the Comparison Project 2. The scores for all four CQ factors remain almost unchanged in the Post & Retro-Pre comparison. The Behavioural CQ score even went down. The statistical test shows no significance for any of the dimensions.

P2		Motivation		Knowledge			Strategy		Behaviour	
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Stage 1 (N=26)	PRE Mean	6.12	5.31	4.73	4.31	4.04	5.27	4.81	4.77	4.62
Stage 2 (N=12)	POST Mean	6.00	5.50	4.67	4.75	4.25	5.08	4.92	5.17	4.92
	RETPRE Mean	5.83	5.58	4.58	4.58	4.25	5.00	4.83	5.25	5.00
Stage 1 (N=26)	PRE Mean	5.71		4.36			5.04		4.69	
Stage 2 (N=12)	POST Mean/Variance	5.75 / .66		4.56 / .65			5.00 / .50		5.04 / .34	
	RETPRE Mean/Variance	5.71 / .34		4.47 / .66			4.92 / .36		5.13 / .19	
	Delta Mean (absolute)	.04		.09			.08		-0.09	
	Delta Mean (percent)	.7		2.0			1,6		-1.7	
	t Stat	0.32		1.91			1.48		-.80	
	P(T<=t) two-tail	.7545		.0819			.1661		.4382	
	t Critical two-tail	2.20		2.20			2.20		2.20	

Table 7-27 Mini-CQS statistical analysis for Comparison Project 2 (7-item Likert scale)

Table 7-28 shows the total CQ results and the comparison between the BDaC Projects 1, 3, 4, and 5 with Project 2. The overall CQ improved by .32 or 6.5 % with significance in the t-tests. The Comparison Project 2 does not show any significance in the CQ development.

<i>Cultural Intelligence measure</i>	Projects 1,3,4,5		Comparison Project 2	
	<i>CQ post</i>	<i>CQ retpre</i>	<i>CQ post</i>	<i>CQ retpre</i>
Mean	5.24	4.92	5.09	5.06
Variance	.72	.48	.15	.12
Observations	36	36	12	12
t Stat	7.04		0.87	
P(T<=t) one-tail	<.0001		.2016	
t Critical one-tail	1.69		1.80	

Table 7-28 Mini-CQS statistical analysis on total CQ with comparison between BDaC projects and comparison project

In the CQS I also monitored the national cultural background. Table 7-29 compares the results from the Chinese and the local participants from stage 2 for the BDaC projects 1, 3, 4, and 5. We can see similar improvements for both cultural groups across the dimensions and in the total CQ. The improvements in the local group are slightly higher; the Chinese nationality group scores higher on the absolute scores; an effect that I observed in the other surveys as well - that the Chinese participants tend to give higher scorings. Overall, we can say that the BDaC programme showed effectiveness on CQ across the different cultures.

Chinese (N=17)	Motivation	Knowledge	Strategy	Behaviour	Total CQ
POST Mean	6.03	4.43	5.38	5.44	5.32
RETPRE Mean	5.65	4.37	5.06	5.06	5.04
Delta Mean	.38	.06	.32	.38	.28

Locals (N=19)	Motivation	Knowledge	Strategy	Behaviour	Total CQ
POST Mean	5.74	4.40	5.16	5.32	5.16
RETPRE Mean	5.24	4.35	4.74	4.87	4.80
Delta Mean	.50	.05	.42	.45	.36

Table 7-29 Comparison Chinese and Locals development on Projects 1,3,4,5

7.4 The effectiveness of the BDaC programme

This chapter summarises the results from the surveys, from the interviews and from other qualitative feedback. Table 7-30 displays the relative changes in the scores of the Post & Retro-Pre survey. As example, the customer satisfaction of Project 1 (P1) went up by 33.0 % from the start of the project (retro-pre measurement) to the end (post measurement). The values in brackets miss significance, i.e. they did not pass the t-test, as discussed in the previous chapter. The arrows should indicate the strength of change.





















Changes in percent	P1	P3	P4	P5	P2
CSI	33.0 	10.5 	74.9 	9.3 	-7.1 
GSI	4.2 	(4.4) 	10.2 	5.6 	-11.4 
LSI	4.7 	(1.6) 	7.8 	(3.9) 	-13.0 
TCI	7.2 	(5.7) 	12.9 	7.0 	-1.7 

Table 7-30 Relative changes in the scores after completion of the BDaC programmes. P2 included as comparison project.

Overall, we see improvements in all aspects for the BDaC programmes. The comparison programme shows deterioration in all the scores. The following Table 7-31 summarises the results for the four BDaC projects.






Hypotheses	Measurement Parameters	Full Programme results P1, P3, P4, P5
H1	Customer Satisfaction Index CSI	18.0 % 
H2	General Satisfaction Index GSI	5.3 % 
	Leadership Index LSI	4.4 % 
	Team Collaboration Index TCI	7.5 % 
H3	Cultural Intelligence Scale CQS	6.5% 

Table 7-31 Relative changes in the scores for the full BDaC programme

In the following I explore the hypotheses as they were set up in Chapter 2.

H1: The BDaC programme results in higher customer satisfaction and business performance

H1 is evaluated using the measurements from the CSS. The customer satisfaction went up for all the BDaC programmes, very strongly in Projects 1 and 4 (P4 results based on only seven responses). The overall CSI (Customer Satisfaction Index), based on 65 responses, went up by 18%.

The survey results are supported and further illustrated through interviews and the qualitative responses in the surveys and in the AARs. In the following I list, based on frequency, the key points that have been mentioned.

- Communication

An improved communication was stated in all the projects and particularly in those with the strongest CSI improvement. This covers the business areas as participants felt they found another way of addressing issues, looking into solutions rather than focusing on the problems, starting with the understanding of the other persons' situation in their company and in their company's culture. It also touches in some cases the private area where customers appreciated the personal relationship and cross-cultural exchange – see for example the CB interview in Appendix K.

- Trust Building

Participants mentioned a higher trust level which appeared to be a result of the better communication. In some talks customers mentioned that they would now (after the project) first call or talk with the Huawei counterpart before escalating and making it formal. This links to a third point:

- Agreed Rules

It appeared that the Code of Conduct and some of the agreed actions, like having project communication reviews after each software release, helped to define what I call a team culture. This includes, for instance, giving the other person a chance to react on an incident before escalation. This again builds trust and provides the secure base for interaction.

- Language

The use of English as a common language is related to the better communication. However, it seems to be not just the improved capabilities of the Chinese staff, but also the mutual thoughtfulness and sensibility in finding ways 'to understand each other better' (this has been quoted in several feedbacks). The cultural brokers seem to have a crucial role also bridging the language barrier as some of the communication was channeled via them.

Overall, the survey results and the qualitative feedback support H1: The BDaC programme results in higher customer satisfaction and business performance.

H2: The BDaC programme results in higher team satisfaction and performance.

Team satisfaction and customer satisfaction are positively correlated in the BDaC programme

As discussed in Chapter 6.2.5 H2 is measured with the three indicators GSI (General Satisfaction Index), LSI (Leadership Index) and TCI (Team Collaboration Index), taken from the ICLS. H2 is regarded as supported if the results improve with significance in all three dimensions.

The survey results show improvements for the three dimensions in all projects. Due to low response rates combined with small improvements, the results lack significance for Project 3 and for the LSI in Project 5. Taking the full BDaC programme with the 55 responses, the scores for the three dimensions went up between 4.4% and 7.5% (Table 7-31) with significance in the t-tests. The interviews and the AARs reflect this impression. The better team collaboration is mentioned in most cases. Similarly to the responses from the customer side this covers the better communication, understanding of the other culture, learning from each other and helping each other and using the resources with their cultural background in the most effective way. In this context the participants addressed the roles in the project where Chinese Expatriates worked on the interface towards China and the local employees towards the customer – a model that has been practiced before. But now the teams improved their internal communication and interaction to strengthen the link between the customer on the one side and the development team at headquarters on the other side.

The second part of the hypothesis looks into the relationship between H2 and H1 and in how far the internal satisfaction and performance is correlated with the customer satisfaction. The following Table 7-32 displays the absolute delta figures for the Post & Retro-Pre CSI of the five projects, representing the customer satisfaction, and for the GSI, LSI, and TCI, representing the team satisfaction. The chart in Figure 7-13 illustrates this relationship. It shows CSI as a function of the three other parameters GSI, LSI, and TCI. For illustration purposes the dependent parameter CSS is shown on the x-axis.

	P1	P2	P3	P4	P5
CSI	1.27	-.57	.44	1.8	.35
GSI	0.24	-.57	.24	.54	.33
LSI	0.26	-.66	.09	.43	.23
TCI	0.41	-.09	.29	.64	.39

Table 7-32 Absolute delta figures for the five projects in the Post & Retro-Pre survey

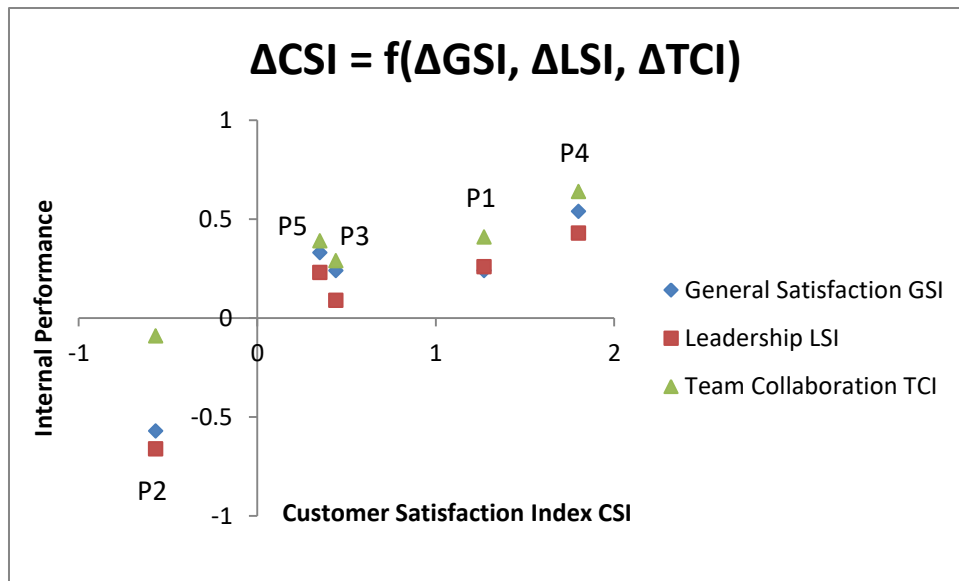


Figure 7-13 Delta Analysis – Relationship between changes in CSI and GSI, LSI, TCI for all projects

The chart shows an indication of a positive correlation between the three internal satisfaction and performance parameters and the customer satisfaction. Apart from P3 and P5 which score quite closely, the general trend says that the higher the impact of the programme on the team satisfaction and performance, the higher the changes in the customer satisfaction. Five projects would not be sufficient for a meaningful correlation analysis. However, this result is quite promising on the effect that the BDaC programme might have, even if customer satisfaction cannot be measured, as the internal satisfaction and performance may predict customer satisfaction. I am going to elaborate on this further in Chapter 8.4.

Overall we can state that the BDaC programme results in higher team satisfaction and performance. We can see indications for a positive correlation between changes in the team satisfaction and performance on the one side, and customer satisfaction on the other.

The last hypothesis looks into the individual's performance and is measured with the CQS:

H3: The BDaC programme develops the individual's cultural intelligence

Table 7-28 in Chapter 7.3 shows the individual's improvements based on the cultural intelligence scale averaged over the 36 responses. The CQ improved by 6.5% for the four BDaC projects with significance on the t-tests. The detailed analysis in Chapter 7.2 suggests that the largest improvements happen in the cross-cultural motivation, in the strategy and planning, and in the cross-cultural behaviour. The Comparison Project 2 did not show any significant improvements. H3 is supported by the CQS measurements.

8 Conclusions and recommendations

Within this chapter I am going to draw conclusions from the results as they are related to the research hypotheses. I will further reflect on the insights from the BDaC programme with additional findings and will also look into the limitations of my study. This will lead to an outlook on how the BDaC programme might be used in the future, how the results can be applied and what other studies might be useful to extend the knowledge on the subject.

8.1 Review of the research process and the outcome

Within the study I researched on the benefits of cultural intelligence concepts to team performance and customer satisfaction. I created a Business Development across Cultures (BDaC) programme and measured its effectiveness through surveys and qualitative measures. Depending on the purpose and the existing material, I either designed (in the case of ICLS), orchestrated (in the case of CSS), or selected (in the case of CQS) the appropriate surveys to explore the three hypotheses that reflect the aims of the study. For the surveys and for the interviews I processed information and insights from exit and manager interviews, customer and internal workshops and other research. I analysed a variety of cultural models on their benefits for the programme and selected components and some of their constructs for the workshops and for the reflections on traits and behaviour around critical incidents. I particularly chose the concept of Cultural Intelligence (CQ) as the framework for the whole programme and for the flow of the workshops. I validated the surveys with three test groups and designed the BDaC workshops and other interventions based on customer workshops. I defined the BDaC standard operating procedures for the definition of the programme and piloted the BDaC programme in a larger project before implementing it in three further projects and a comparison project. In the course of the research study I introduced the concept of Cultural Brokers (CBs) as the protagonists in the cross-cultural collaboration. CBs act as role models and key drivers in the planning and execution of action plans and form an integral part of the whole programme.

The BDaC programme showed its effectiveness on the three levels:

- on the business level, where it increased customer satisfaction which is related to business results,
- on the team level, where it improved the general satisfaction, the leadership performance and the team collaboration,
- and on the individual level, where participants reported a higher cultural intelligence level.

Reviewers may question whether the change really resulted from the programme. Participants may tend to answer a survey positively if they see a benefit or a motivation for doing so although nothing really changed. However, a comparison project (P2) where participants only joined the surveys and Huawei held one internal workshop, but where all

other essential parts of the BDaC programme were missing, did not show any improvements. On the contrary, all parameters went downwards in the second survey. While P2 was not originally planned as a comparison project, it ultimately supports the suggestion of the BDaC programme's effectiveness in the quasi-experimental design.

People may also question whether the improvement in the satisfaction level was just a natural development and possibly caused by a very positive business progress. In fact, the opposite has been the case, particularly for Projects 1 and 4, where the delivery of products was delayed at the time of the second survey. From my experience this is quite common as project teams tend to plan idealistically in the beginning and face the issues later while they are executing the project plan. The delays in the projects were also not caused solely by the supplier, but partly by the customer in their implementation plan. There have been deviations from the original business project plans and in some cases this caused friction on the contractual terms. It is therefore even more remarkable that the customer satisfaction stayed high, and actually improved for the BDaC projects, despite these disputes on the business.

I would like to point out that a business environment does not provide ideal conditions as a research field. Employees are not necessarily motivated to participate in surveys and interviews. Different to research environments at universities, where tests with students are common to help each other in the respective research field, such studies are unusual in the business field. They may be regarded as ballast and additional work without benefit if they are not positioned well. It has been important for the BDaC programme and the connected research study to build up and present a convincing case why this programme is beneficial for all parties. Convincing the customer to join the programme has been the proof of concept. At the same time this management engagement has been of high importance to trigger motivation and to drive the programme in the beginning. Projects that started without the management buy-in had more difficulties, once we faced changes in the project plan. Project 2 has been a good example for such a case.

As highlighted in the BDaC design part, it has been important to run the study as a programme, not as a combination of individual workshops or other isolated interventions. Over time, we could see the building of connections and a change in the communication as it is well reflected in the CB interview in Appendix K. I feel it is difficult to quantify the impact on each individual component. Certainly, the joint workshop is important and the AARs that have been collected at the end of each workshop illustrate the change of mindset that some people developed during the workshop, as well as the actions that were agreed in the group and what participants individually committed to. Probably more important than just holding the workshop is how it is facilitated. Cultural stereotyping is not only criticised in the discussion of the related models but was also rejected by the teams. Instead it helped looking into commonalities and differences without any upfront judgment.

In the following sub-chapters I am going to discuss the distinctive contribution of the study and the BDaC programme to knowledge and research, and to applications in the business field, addressing questions like

- (1) What has been most effective and crucial for the success of the projects?
- (2) What are the key elements of the BDaC programme?
- (3) What are the limitations of the study and what could be done differently in the future?
- (4) How do the findings contribute to research on cultural competence?
- (5) How can the industry benefit from the key elements of the BDaC programme and from the findings of the research study?

The last two questions lead to recommendations for future engagement in research and business development.

8.2 The value of the study for research and business development

8.2.1 Cross-cultural research on teams across companies and organisations

So far the focus on cross-cultural model validation has been on construct analysis. Field studies mostly involved normed groups of students lacking the relationship to a business environment (Holt and Seki 2012). This study provides an application for cultural competence models and general research in this area in the business environment, within a cross-cultural team, and probably most uniquely across companies/organisations.

Overall, the research study confirms the applicability of the cross-cultural competence models as they become effective in the BDaC programme. So far, cross-cultural models have been primarily validated through surveys – as each model comes with its own survey as explored in Chapter 3. This study shows how cross-cultural models and the insights from research can be used to facilitate a change in attitudes, skills and behaviour that actually make a quantifiable and qualified difference in team performance and customer satisfaction. Figure 8-1 shows the key elements of the BDaC programme as it is suggested for business application.

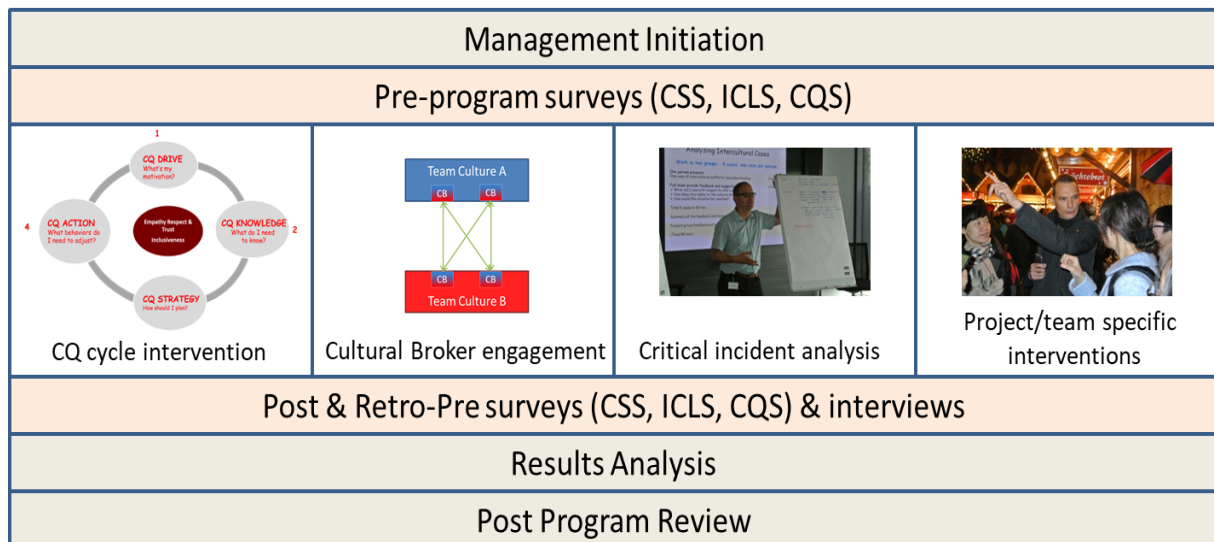


Figure 8-1 BDaC programme: Flow and essential components

Management initiation is important and mandatory for the initial buy-in. Scholars suggest more diversity in measurement methodologies (Deardorff 2006; Gelfand, et al 2008). This study uses quantitative and qualitative measures, self-judgments, and observer judgments which are suggested for future applications (see Chapter 3.2.4). The impact of the programme and of the interventions is measured before and after with the Pre and Post&Retro Pre surveys, complemented with interviews. Four aspects should stand out in the intervention phase (see Figure 8-1)

1. Interventions follow the CQ cycle

Within the BDaC programme Cultural Intelligence (CQ) dimensions build the framework for the whole programme flow and for the individual interventions. The BDaC programme provides an application of the CQ model in the business context. Livermore (2010) applies CQ dimensions to leadership competences. The BDaC programme expands the application towards cross-cultural team and organisational development.

The facilitator of the BDaC programme needs to demonstrate his or her own cultural competence to the teams. The cultural brokers follow up on the interventions and interact with the teams in daily business, as coaches and advisors. They need to bring in the basic CQ skillsets of cultural motivation, cultural knowledge, self-reflection and cross-cultural behaviour. The BDaC programme benefits from the elements of cultural competence models like the perception management and relationship management of the GCI. During the programme the participants practice these elements, understanding the importance of relationships in the cross-cultural context and the mindset of non-judging and including. The picture of 'Yin' and 'Yang' helps to understand an Asian worldview of the balance in life and

can be a symbol for the acceptance of another's position as an enrichment of one's own. A person's social capital reflects on his/her intercultural empathy (GMI – see Chapter 3.2.3). One of the customer participants noted in an interview 'I learned to understand them [Huawei employees], when I tried to think from their cultural perspective'. I think this describes well how these cultural competence constructs can be translated into business practice in the programme. Within the BDaC programme the participants are trained on cultural competence and practice this in the course of the programme and beyond.



Figure 8-2 Yin-Yang as a symbol for the balance of two opposites

2. Cultural Brokers as coaches and negotiators

The team and cross-organisational components of the BDaC programme are highlighted in the introduction of Cultural Brokers (CB). The CBs combine two roles: Within their own team they work as team coaches and mentors. Towards the other organisation/company they work as negotiators for achieving a joint business result. The role is sketched in Figure 8-3

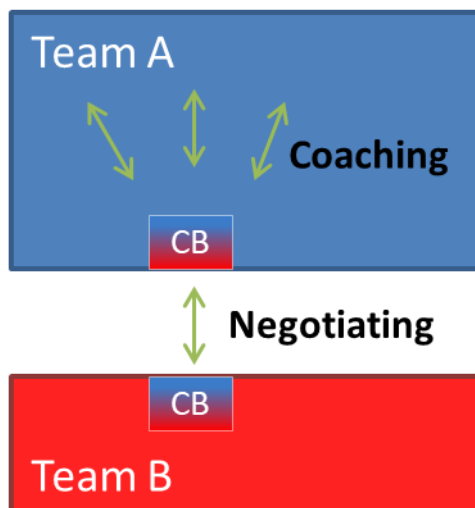


Figure 8-3 Cultural Broker role in Coaching and Negotiating

Table 8-1 describes the Cultural Broker skills and roles in relation to the CQ cycle

Internal Coach/Mentor	CQ Dimension	External Business Partner/Negotiator
Shows passion and confidence in working across cultures; supports team members in developing cross-cultural competence	CQ Drive	Is motivated to work with other teams/organisations/companies with a solution-oriented mindset
Knows about the cross-cultural issues in the team, cross-cultural competence models and tools to describe and address the issues	CQ Knowledge	Knows about other team/organisation/company values and cultures
Develops ways to create cross-cultural awareness in coaching and mentoring	CQ Strategy	Understands the own role in the business partnership and develops strategies to achieve results across teams/organisations/companies
Helps team members to overcome cultural issues and takes action in building a common team culture	CQ Action	Negotiates across teams/organisations and companies for best solutions, respecting and using knowledge about others' cultural values

Table 8-1 Cultural Broker skills and roles in the internal and external relationship related to CQ dimensions

Most existing cultural competence models focus on the assessment and development of individuals, particularly on leadership competencies (Bird and Stevens 2018). The BDaC programme also addresses the individual team members with the surveys and 1-to-1 interviews. However, it also includes directions and support for teams in workshops, cross-cultural events, project reviews in groups, and team coaching. The research study provides first suggestions on how teams and organisations can become culturally competent. The team is seen as more than the sum of the individuals which also means that interventions should not only address individual employees, but also the teams that they are working in. Feedback interviews with the Huawei teams point out the development within the teams that occurred during the course of the projects. I regard the introduction of Cultural Brokers as an important element for cross-cultural team coaching and mentoring. Cultural Brokers with a high Cultural Intelligence showing motivation and competence on team coaching, contributed significantly to the project results on team performance and customer satisfaction. So far, this is my observation paired with interview feedback. The role of the

cultural brokers in business negotiation and team coaching should be explored with further research (see Chapter 8.4.2). I suggest developing in the future more intense trainings for the CBs as the cross-cultural protagonists and setting up a cultural broker club where the CBs of different projects can exchange their experiences and ideas.

3. Critical incident analysis

While most cross-cultural studies so far have focused on psychological and behavioural outcomes (Leung et al 2013), this research targets performance outcomes. As the BDaC programme is applied to 'real' projects, it must address the existing issues within the project to reach an improvement in performance, i.e. in customer satisfaction. Therefore, the critical incident analysis is crucial for any BDaC programme. This is the part where cultural research meets business reality and where the research adds value to practitioners, as this knowledge can be used to explain critical incidents and work out solutions to overcome them. In return the BDaC programme provides evidence on the effectiveness of cross-cultural models when using them in the critical incident analysis.

4. Project/team specific interventions

Next to the mandatory parts of the BDaC programme around surveys, interviews, CQ workshops and critical incident analysis, the BDaC programme asks for team specific interventions. Appendix D, Chapter 6.9 contains a list of possible activities and engagements. This is regarded as an open list that should be enhanced with further projects. It may also be that over time some of these optional interventions move to the mandatory list as they show effectiveness in many projects. However, one conclusion from this research study is that teams are different and their needs in the cross-cultural collaboration are different. As discussed in Chapter 4 related to the quasi-experimental design, the project teams showed similarities but also differences in their national culture composition, their tasks, or their stage of collaboration – see Tuckman's (1965) model of forming, storming, norming, performing. Consequently, we may need different types of measures, qualifications and fostering interventions to enhance team effectiveness, as scholars suggest (Cannon-Bowers et al, 1995; Singh and Muncherji 2007). This becomes even more the case when also the external, customer team is considered. This research suggests including a mandatory part of project and team-specific interventions in the cross-cultural programme. The Cultural Broker should select the interventions in dialogue with the teams and facilitate them. As pointed out before 'being the change you want to see', being the role model, has been one of the key principles within the BDaC programme. Özaralli (2003) points out the importance of team and leadership empowerment for the team effectiveness. Exit and manager interviews in this research study affirmed this and the responses on the corresponding ICLS question (Q11) have been a strong indicator for the overall satisfaction on leadership. Giving autonomy to the CBs and the teams on some of the intervention is intended to demonstrate empowerment in practice.

8.2.2 Contribution to cross-cultural leadership development

The study confirmed suggestions from the LMX research (Liden, et al 1997) of a direct relationship between leadership behaviour and team performance. The BDaC programme works across cultures within a team and across companies. In all the projects we saw the changes in perceived leadership performance going in line with corresponding changes in team collaboration and customer satisfaction (see also Figure 7-13). Due to the limited number of projects we can only state an indication from the study that cross-cultural leadership behaviour leads to higher customer satisfaction and with this contributes to business performance. It is suggested to extend the BDaC programme to more projects and particularly explore on the link between cross-cultural leadership and customer relationship.

The research study did not investigate on expatriate performance in particular, yet it provides some results that might be useful in the expatriate research context calling for some further studies. As a matter of fact most of the formal leaders in the Huawei team have been Chinese expatriates. This also counts for the organisation in Western Europe in general. Considering the feedback from exit and manager interviews on leadership issues as well as the survey and interview results from the specific BDaC projects, the information gathered broadly confirms Shi and Wang's (2014) findings about expatriation challenges. They had identified poor adaptability of business communication and language barriers as key issues, which were confirmed as issues in the internal surveys and interviews as well as from customers. However, these responses also added two further aspects – motivational behaviour and trusting – as success factors for cross-cultural leaders and in particular for expatriate leaders. Customers as well as team members value expatriate leaders with an integrative and inspirational attitude. 'Trust' or 'lack of trust' was mentioned in the internal team as well as from the customer side as a measure for the quality of the relationship and the perceived leadership performance. In most cases the meaning was not further specified. In interviews I sensed that a stated lack of trust expressed skepticism or a broken or loose bond between the interlocutors. This might indicate a barrier that the expatriate manager has to overcome to gain acceptance with the internal team and with customers. Based on this study's findings I suggest paying more attention to developing and reviewing leaders' 'soft skills' of cross-cultural motivation, communication and bonding, before sending the person for an international assignment.

We could also see expatriate leaders developing on these skills in the course of the projects, from their self-assessment as well as from team members' and customers' responses. The lack of expatriates' interest in building team relationships that some researchers discovered (Juhl and Fuglsig 2009) may become resolved when educating the expatriate leader on the relevance of cultural competence development and relationship building for the business success. As a next step, the expatriate manager should be assigned to a BDaC programme

where he/she obtains training and coaching and gets finally assessed on the BDaC key performance indicators, primarily the Customer Satisfaction Index (CSI) and the Leadership Index (LSI).

8.3 Limitations of the study

In the following I discuss limitations that I faced during the study with some suggestions on how to cope with them in the future. The main challenges result from the quasi-experimental design and the limited number of projects and participants. Arthur and Hardy (2014) used a similar design when examining the effectiveness of a transformational leadership intervention for performance improvement. They characterise the strength of the design in capturing changes in the organisation under normal turnover conditions where people join and leave project teams. However, they also see challenges in the external validity as changes could be caused by external effects. Grant and Wall (2009) point out the general construct validity issue with quasi-experimental designs and suggest using multiple comparison groups with several pre and post test measures in the course of the intervention process. Within my dissertation I initiated five projects, including the comparison project, to collect sufficient quantitative and qualitative information for testing the hypotheses and driving conclusions. While all BDaC projects showed an improvement in the key performance indicators, they did not all deliver statistical significance. Final conclusions on the hypotheses could only be drawn when taking the BDaC projects P1, P3, P4, and P5 together, considering them as a single data source. However, as the comparison analysis of project P2 in Chapter 7.3.1 already showed, the projects were not similar in all characteristics. It can be questioned how far an aggregation of data across these projects is admissible. Future studies should therefore work with larger teams that are selected upfront according to similarity criteria. Alternatively sub-groups should be identified that meet matching criteria for comparison (White and Sabarwal 2014).

The number of participants is always limited in a research study. However, the design of this study somehow contributed to a drop in participation during the course of the projects. Running the interventions in a longer term programme bears the risk that some members drop out for the second survey and leave the project, taking other responsibilities. One limitation in the surveys is known as availability bias which describes the preference by decision makers to information and events that are more recent, that were observed personally, and were more memorable (Tversky and Kahneman 1973). Survey participants may overemphasise such events if they happened just before they filled out the questionnaires. Such an event could be the announcement of a delivery delay in the negative direction or the successful achievement of a milestone in the positive direction. I mitigated these external effects of quasi-experimentation using a Post & Retro-Pre design, as the bias might then occur for both parts of the survey and therefore would not have an

impact on the delta analysis. A comparison with the Pre-survey may indicate such a bias. Additional interviews helped as well. In dialogues people may reflect on their answers which may cause them to be less sensitive to emotional reaction.

However, the more complex and time-intensive nature of the Post & Retro-Pre survey design may discourage people from joining the second survey. Overall the participation in the surveys dropped from 158 (88 Huawei/ 70 customers) in the first survey to 120 (55 Huawei/65 customers) in the second survey, the one that is used for the Post and Retro-Pre evaluation. Here only the participants from the BDaC projects (P1, P3, P4 and P5) are counted. The stronger drop on the Huawei side reflects their higher fluctuation in the projects. As a result some of the individual projects lacked statistical significance on some parameters as discussed in Chapter 7.2. I was aware of this risk and needed to balance the sample size with the robustness of the results and the effectiveness of the programme. I decided to go for a development programme with a six to nine months duration to ensure real action taking and the measurement of its effectiveness. I used the Post & Retro-Pre survey design, as in my view only this delivers reliable data (see the discussion in Chapter 4.2.1). Overall I had 163 participants in the workshop interventions of these projects and a check in the surveys showed that almost all (98%) of the second survey respondents had participated in one of the workshops. In other words, the survey results reflect the results of the programme interventions. For the full BDaC programme the participation rate has been large enough to show significance in the survey results (limitation on data aggregation in the quasi-experimental design applies). To increase the robustness I backed up these numerical results with interview feedbacks. The smaller groups in projects P3 and P4 brought the advantage of closer collaboration when working in a small circle.

For the future I would choose larger groups and probably conduct several workshops with different teams within the group, like I did for P1. Overall, the research project should be regarded as a first implementation of the BDaC programme to demonstrate its effectiveness. The findings should be explored in a larger scale programme with many individual projects with various facilitators to further develop the BDaC concept. The research study focuses on a single Chinese company with a subset of its customers in Western Europe. It remains to be shown that the BDaC programme achieves similar results with other companies, with other industries and in other countries in Europe.

The individual CQ assessment would have benefitted from observer reports. Although the self-reporting Mini-CQS asked the participants explicitly to reflect on how they really are (see Appendix G), they may still have included some wishful thinking in their attitudes, beliefs and behaviour. Again, I try to mitigate such effects with the Post & Retro-Pre design. For this reason I focused in the evaluation on the changes from Retro-Pre to Post and not on the absolute reported scores.

The personal attitudes and intentions of the respondents have been discussed in the study. Huawei participants may tend to answer more positively and customer participants more negatively to the survey questions. The qualitative components of the survey and the interviews are important to provide more nuances and possibly detect this kind of bias.

I discussed my role in this study within Chapter 5. As an insider researcher I have relationships to the different groups as a customer, as a colleague, or as a manager. I took care mitigating any bias effects in delegating the implementation to CBs and in consulting departments in HR and L&D for the assessment of data. However, for the future it would be beneficial to conduct the programme with third parties. This could be either external facilitators or it could be other companies with whom I do not have business relationships.

Finally, every research study is limited by time and the BDaC programme evaluation needed to be focused on the time between the surveys. The duration was not only limited by the research project period but also by the decreasing accuracy over time in recalling the starting situation (see Chapter 4.2.1). For the future it is suggested to monitor the teams over a longer period of time with interim surveys that record the progress in the collaboration.

8.4 Future outlook and recommendations

8.4.1 Improvements in the design

This study provided first results on the effectiveness of the BDaC programme. I discussed the limitations with the quasi-experimental design. These should be addressed with more and larger teams. One should then conduct a comparison analysis across the project teams in either selecting project teams with high similarity or defining sub-groups that show these similarities. This should contribute to investigations on the construct validity of the BDaC programme, looking for convergent and divergent factors as well as the correlation between key performance indicators and their prediction. The study provided for instance, a first indication on internal performance predicting external results, see the relationship of the ICLS components on leadership, team collaboration and general satisfaction with the customer satisfaction. Positive results on construct validation are expected to raise confidence in the industry in the programme application.

Moreover, the design might benefit from the introduction of observer reports. These are already part of the concept and included in the BDaC SOPs, however they have not been used in this research study. A more detailed explanation and dialogue with the participants in the beginning of a project on the programme components and their function and value might raise their engagement.

The design validation will also benefit from BDaC programme applications with other companies and in other regional areas. This is discussed further in the following chapter.

8.4.2 Recommendations on research and field applications

Customer applications

The BDaC programme has shown its effectiveness for the four service delivery projects in the research programme. The use of the programme is now being extended within Huawei to further projects. It is recommended, and in discussion, to apply the BDaC programme to all service delivery projects as a standard process for the collaboration between Huawei and customer teams during the planning, delivery, and implementation phases. The programme may also become part of a contractual commitment as a differentiating feature. The ICLS might be used as a cross-cultural climate indicator for the services teams, similar to the validation process with the three teams in the preparation phase of this study. With the help of the ICLS and the accompanying interviews the management may define development plans for the teams and the leaders. The research study results indicate a positive relationship of the ICLS dimensions (GSI, LSI and TCI) with the Customer Satisfaction Index (CSI) as measured in the CSS. This should be further validated with more projects and more data. A strong correlation between the respective parameters of GSI, LSI, and TCI with the CSI would speak for further focus on the ICLS assessment as this would then predict customer satisfaction. In this case the internal survey might be sufficient to monitor the effectiveness of the programme which reduces the effort on the customer side and may lower the threshold for active customer participation.

Recommendation 1: Expand BDaC programme to all service delivery projects within Huawei Technologies

Recommendation 2: Include BDaC programme as part of a contractual business offer as a service

Recommendation 3: Explore the predictability of customer satisfaction through cross-cultural leadership and team development

Recruitment and leadership development

Elements of the BDaC programme can be used for the selection of job candidates and team members. Some scholars suggest using Situational Judgment Tests (SJT) for job interviews (Rockstuhl, et al. 2015). In addition or as an alternative, one may take incidents from the BDaC projects that demonstrate cross-cultural conflict and ask candidates for their assessment and recommended action-taking. As a further step, I suggest letting new team

members, new employees as well as new expatriate managers join one of the BDaC projects to develop and practice their cross-cultural skill sets within the company and with the customer, and to assess their cross-cultural competence at the end of the probation period. For this, one may use psychometric tests like the CQS, the GMI, the GCI, or a combination, complemented with interviews and observer reports. After all, the participation in a BDaC project should give sufficient insight for both, the candidate and the company, as to whether the person fits to the cultural values of the company and demonstrates the required cultural competence.

Recommendation 4 Train new expatriate managers and local employees in a BDaC project on cross-cultural competence in the business environment

Recommendation 5 Develop candidate assessment methods based on BDaC programme and related tools

Cross-cultural team coaching

In recent years practitioners started to use cross-cultural models and tools for coaching. Philippe Rosinski (2003) developed a Cultural Orientation Framework that builds on Milton Bennett's (1993) six stages model of intercultural sensitivity. He structures cases and situations that occur in coaching situations and introduces coaching tools for leveraging cultural differences. Jennifer Plaister-Ten's (2016) Cross-Cultural Kaleidoscope provides coaches with a system perspective, bridging the cultural self with the external factors that influence clients' thoughts, emotions, and behaviour. In 2013 the International Coaching Federation (ICF) held a dedicated conference in Washington D.C. on cultural competency where cultural barriers, tools and practices in coaching were discussed between the more than 150 participants.

The current focus of research and practice aims at the individual person. According to Hackman and Wageman (2005) 'relatively little has been published that specifically addresses the coaching of task-performing teams'. Within the BDaC programme I introduced Cultural Brokers as team coaches and negotiators. I believe that the Cultural Broker role contains further potential to address questions like how a cross-cultural team coach can impact on the team's effectiveness. I suggest exploring further on the influence that Cultural Brokers have on team coaching and their effectiveness on business results. The motivation and creation of team engagement towards action taking beyond the knowledge enhancement have been my most difficult facilitator tasks as an outsider. Gersick (1988) investigated on the timing of interventions with the result that there are times in the life cycle of groups where they are more and less open to interventions. Furthermore, she found out that outsiders are unlikely to turn teams in the first phase of their collaboration. In response it might be best for the BDaC project directors (outsiders) to first work with the

Cultural Brokers (insiders) to ensure that they handle the first phase in a collaboration project, 'to get all arguments on the table' (Gersick 1988), before the BDaC programme starts with the surveys and the interventions.

Recommendation 6 Develop a cross-cultural team coaching model based on Cultural Brokers

Interaction with social science

So far, most studies looked at the impact of cultural intelligence on leadership. This study provided suggestions on how cultural intelligence and high performance might be linked with teams. Further research is required on how cultural intelligence can be defined and measured for teams.

I would like to position the BDaC principles in the tradition of humanistic and organisational psychology and suggest applying them to cross-cultural situations and incidents. Unconditional positive regard (Rogers 1957) proposes isolating behaviour from the person who displays it. Originally developed as client-centred therapy, I suggest to apply these principles also for the facilitation of cross-cultural interventions, putting the other person into the centre, and trying to understand his/her position and cultural background, motivation, traits and behaviour without judgment. 'It's not wrong, it's just different' became a slogan for the BDaC workshops. Non-violent communication (Rosenberg 2015) training and practice helps to find the right language, in the sense of words, tolerance and acceptance. The principle of secure base leadership (Kohlrieser, et al. 2012) addresses the importance of building trust, and creating empathy and compassion as the foundation for developing high performing teams. The cultural intelligence development works towards similar skill sets - compare Figure 6-2 in Chapter 6.3.5. It is suggested to expand this research in linking practices from social science and insights on leadership and team effectiveness with the research on cultural competences, in particular on CQ, towards a holistic model and practitioner programme on cultural intelligent leaders and teams.

Recommendation 7 Develop a framework and metrics that characterises high-performing cross-cultural teams

Expansion to new business areas

This research study provides first suggestions on how the above concepts can be applied in a cross-cultural situation. Further studies might follow up to develop a holistic view about cross-cultural personal and organisational development that includes communication and leadership.

As mentioned in the previous chapter I suggest extending the BDaC programme and its principles to other companies in the telecommunications area to find similarities and differences to build a stronger foundation for the hypotheses. Moreover, other industries should be explored regarding the programme's effectiveness. The projects in this study were run in Germany, Netherlands, and Belgium. Future studies and applications should also cover other countries.

Recommendation 8 Apply the BDaC programme to more countries and industries

Finally, I suggest widening the cross-cultural definition. We have already seen during the course of the research study the differences of people and team behaviour to the suggested country cultures – see for instance the results from the cultural profile comparisons (Figure 6-6 in Chapter 6.5.2). As a consequence, the teams talked more about the different company cultures with the aim to develop a common team culture across the companies which still acknowledges the differences, but also works out the distinctive commonalities within that team. A definition of culture in the direction of 'the set of shared attitudes, values, goals, and practices that characterises an institution or organisation' (Merriam-Webster 2017) generalises the term beyond national or ethnological boundaries. In this sense the Business Development across Cultures programme could be applied to any project where teams with different type of mindsets, attitudes, values, and practices come together. In my current profession as a telecommunications business consultant I see this for instance in the case of the digital transformation. Digitalisation changes in a wide area and to a large extent processes within companies, the way people work and how they interact with each other and with the digital systems in their business environment (Benson, et al. 2002) and in the relationship between suppliers and their customers (Piccinini, et al. 2015). The BDaC programme and its interventions and instruments, like cultural brokers, might help to bridge the gap between traditional, manual, person-focused thinking and behaviour with the digitalised world of automated processes and programming oriented working. This includes mutual training and collaboration between the experienced traditional workers and the newcomers of the digital generation.

Recommendation 9 Develop BDaC towards a comprehensive cross-cultural programme that enables persons and organisations to adapt to and perform in new business environments

Figure 8-4 summarises the recommendations for future research and activities in the practitioners' field.

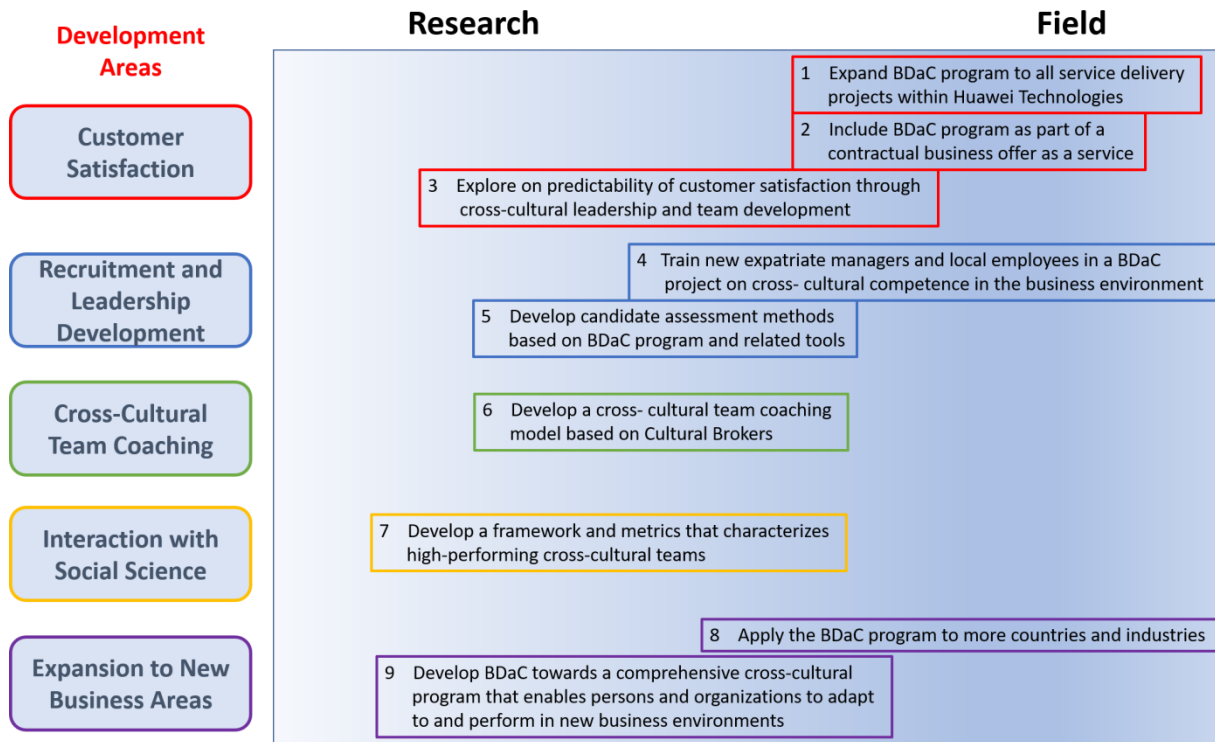


Figure 8-4 Recommendations on research and field applications

9 A reflecting account of personal learning and professional journey

9.1 My motivation for the research study

When I started the research study I was motivated by the business situation and the corresponding needs. At that time I was working for Huawei as Chief Technology Officer for the Vodafone account. Before this, I had worked for 18 years for Vodafone. Knowing both companies very well, I saw the rising challenges in expanding Huawei's business beyond any sales of infrastructure. A move towards service delivery projects required a deep understanding of the customer's internal processes and a continuous dialogue. However, cultural barriers prevented both companies from aligning their business processes and entering into something that could be called a partnership. While this relationship could develop on a senior level between a few managers, it turned out to be much harder on the middle management and working level during the planning, delivery, and implementation phase. My later move during the programme to leading the Business and Network Consulting team in the Western European branch underlined this challenge. Dialogue and trust are the foundations for any partnership.

Understanding the relevance and barriers in the cross-cultural collaboration from my own experiences I decided to do something to improve this situation. For the last ten years I focused in my personal development on research around leadership and organisational development with the central question on how to build more effective teams and more creative organisations. This included a coaching education and post-graduate studies on the neuroscience of leadership with the Professional Development Foundation (PDF), where I already looked into the social aspects of decision making across cultural groups. I wondered how I could apply existing research in the cross-cultural field to solve some of the above issues that I faced in the daily business. I felt that the framework of a Doctorate in Professional Studies fitted very well with my objectives. My aim was to bring research and practice together – helping the business to overcome cross-cultural challenges and at the same time opening fields to the researcher community where their academic work could be applied.

9.2 My learning journey

My first attention in the study was towards the selection of the right people, with the thinking that culturally competent people and teams are the prerequisite for this team collaboration with the customer. Therefore, my initial thinking was to develop an appropriate assessment tool. I had a profound background as an engineer and business manager with cross-cultural experience, but obviously not much knowledge on psychometric tests and cross-cultural tools. I knew the MBTI (Meyers-Briggs-Type-Indicator) and thought that something like this would also be needed for a cross-cultural-competence check. I did first research on the tools just to find out that there were already many different models developed by scholars with commercialised tools. Chapter 3 in this study provides an overview of some of the most popular tools. I remember that my first reaction was disappointment. I did not see any need for another cultural competence model. So, in which direction should the research then go? Was there still a need for it? A further investigation reflected the demand in the industry where managers and consulting companies underlined the lack of global leadership and competences (see Chapter 3.1). The question that I then asked myself was: As scholars have developed and conceptualised the models and the industry talks about cross-cultural competence needs, why do we see so few applications of the models in the business? It became clear to me that just teaching one of the models would not help – the model would need to be applied to real life situations. With this in mind, I developed the concept for a business development programme that utilises the research knowledge in an executable format. In hindsight, this was the birth of the research study. At that time I identified the benefits of the CQ concept for the business application and I contacted Professor Soon Ang as one of the founders of the concept, who became my

consultant for the study. The few, but intense dialogues, convinced me in executing a programme that shows the effectiveness of the cultural competence models in the business.

At that stage the customers came into the play. The question that I asked myself was how to best measure success. I think that in this moment my business background took over, knowing that if one wants to get attention at work, he/she should best contribute to the business success, which means either boosting the revenue or helping to drop the costs. The revenue development depends on many factors, but it soon became clear in the dialogue with the management that customer satisfaction would be a desired target parameter as well. The positive relationship between business success and customer satisfaction had also been investigated and supported by research studies before.

I had to deal with setbacks in the course of the research study. The second project (P2) did not get the management support and at the time when the project directors decided not to go for joint workshops and other interventions I felt the project had failed. When we did the second survey I regarded the 31 customer responses as lost for the research evaluation as they did not undertake the BDaC processes. However, it then turned out that this became a very valuable part of the study. Unintentionally P2 became the comparison project that supported the suggested effectiveness of the BDaC programme. My basic learning from this incident has been that sometimes unplanned changes in the setup may open the mind for new thoughts that would not have come up through intentional planning. In other words, I would have not planned for a comparison project in such a way. One may see this as an example for an emergent strategy (Mintzberg and Waters 1985) and researchers may benefit from being open to these dynamics within a project.

Continuous reflection had a high relevance during the whole study. I encouraged all the facilitators and participants to ask themselves the questions of 'What did I do?', 'What did I learn?', and 'What is the importance of my learning' (McNiff and Whitehead 2005). The AAR (Appendix F) has been the prime tool for the participants' self-reflection and for the facilitators who could reflect on the effectiveness of the intervention based on this feedback. This reflection helped me to define and develop my role within the research project.

9.3 Developing my role in the research project

One of the key challenges was to start the research project and accordingly, the BDaC programme, first as a Huawei internal initiative in the preparation phase and then as inter-company engagement. I needed to ensure the acceptance and support within Huawei, involving the stakeholders of the different departments, understanding their business needs and working out the benefits that such a programme had for the company as well as for their individual roles in sales, marketing and HR. I had to reflect on my own cultural sensitivity, understanding that the approval of the study itself implied cultural aspects. In the

collectivistic business environment I had to find sponsors who promote the programme. I felt challenged in my cultural skill sets as I became impatient at some point, when the approval process took longer than expected. Actually, I had to practice what later on was important in the execution of the programme: continuously staying in the dialogue and experiencing myself as a part of the cross-cultural environment, in my roles as CTO and consultant as well as in my role as BDaC programme director. I needed to use and practice cultural intelligence in this dialogue with the Huawei teams and with the customers, finding the right way in not pushing too hard or asking for too much change and still ensuring that actions were taken as agreed and re-confirming that things were understood. In some cases I had to understand that a lack of response could mean a 'no' for that moment, very much as the cultural models suggest. Over time I created my own CQ strategy and CQ behaviour to achieve the targets within the company and within the research programme.

In my communication and interaction with other scholars and with coaches, for instance at the ICF cultural competence conference 2013 in Washington, DC, I felt somewhat "different" as most of these researchers and practitioners have a psychological background, and I come from the technology and business development field. I had to learn the fundamentals of psychology and social science, their language and methods, and I needed to refresh and expand my knowledge on statistics. First, I felt uneasy in these communities as a newcomer with a different background. However, over time I also understood my unique contribution for the discussions. As a practitioner I could relatively easily translate theoretical constructs into business applications. My consulting background helped for presentations and to deliver key messages to clients. My business experience told me that only what results in business benefits will be done. It was clear to me from this practice that the results needed to be quantified, which led to the surveys. My coaching education certainly also helped to conduct the study as I could apply techniques in the dialogue with the participants/clients. If I ask myself from today's perspective what led me into the research study, I would draw a picture that shows a person moving from a technical focus (I have an MSc in electrical engineering), towards the business development (MSc in Business Administration), and then turning the focus onto organisational and people management (post-graduate in NeuroLeadership, Coaching education), where the Doctorate on cross-cultural leadership is, for the time being, the climax in this evolution. Finally, I link the findings from the research study to the challenges in the field of digital transformation, as pointed out in the previous chapter. I created a new stream in my team for Organisational Consulting, with me as the first member, that works with network operators on the changing roles and processes. I am in discussion with the HR department on taking responsibilities on business transformation and applying the BDaC programme to such transformation processes.

As an insider researcher I saw myself continuously confronted with the task of deciding when to steer and when to observe. I tend to lead and drive projects once I get involved in them. However, in my role I had to step back and give the responsibilities to the teams as

they had to take action. I think that this dilemma of being the research leader on the one side and having to be the observer at the same time led the way to bring the cultural brokers into play. These were the people that I could trust bringing the projects forward and at the same time they kept me far enough outside to not steer the progress.

9.4 *Final remarks*

Within this study I intended to demonstrate the relevance of cross-cultural interventions on the business and the team collaboration. I would like to close with a broader view that should reflect my values and beliefs.

In today's societies we experience a tendency towards national and cultural separation. Right-populists spark a questionable national pride. Political leaders feel encouraged by their electors to promote the national values and in-group/out-group thinking. The public opinion and attitude towards refugees often speaks the language of separation and exclusion. The world has not become any more peaceful in the last number of years with radical religious convictions that end in terroristic attacks.

Would this all happen if we understood each other better across the cultures, nationalities and social systems?

I hope this research study and the Business Development across Cultures programme can make a small contribution towards improved international business and social relations, leading to a more peaceful world.

Appendices

Appendix A Letter to participants in the cultural development programme

Dear participant in this programme,

Thank you for participating in the Cultural Development Programme (CDP) within Huawei Technologies. This programme consists of training, coaching, and team activities that should help to raise our cultural awareness and capabilities in working in a culturally diverse environment. It intends to improve personal satisfaction and business performance. The programme is sponsored by the leaders of the business unit <names>.

The programme is also an integral part of a doctoral study on intercultural leadership, conducted by Ralf Kreikamp, CTO Vodafone Business Unit. This study investigates the effectiveness of cultural programmes in team development, personal satisfaction and business performance.

Within the programme you will participate in the beginning in a questionnaire and an interview to learn more about your cultural style and preferences. You will receive a personal profile for your own use at the end of this part. There are no right or wrong answers in the questionnaire and in the interview. All data will be kept on a separate hard drive. The attached computer will not be connected to any internet or intranet when data is accessed. Your personal data will be deleted after you received your personal profile.

Throughout the cultural programme you will receive feedback questionnaires, mainly in electronic format. All of your answers there will be evaluated confidentially. The process is supervised by the CDP governance team.

The programme will take about 12 months with different activities. At the end of the programme I will ask you to participate in another questionnaire and interview to feedback about the effectiveness of the interventions. You will also receive a personal insight on how your profile may have changed during the programme. All data that is used for the programme evaluation will be kept anonymous. There will be no reference made in the programme evaluation report to any personal data.

Your participation throughout the process is voluntary. The process is monitored to follow the Codes of Standards and Ethics for researchers, as well as the Huawei ethical standards.

Thank you very much for your participation in this exciting process.

You will get more information about the cultural development programme as well as about the Doctorate within the coming months.

If you have any questions about the programme, the questionnaires and interviews, feel free to contact me directly.

Ralf Kreikamp
ralf.kreikamp@huawei.com

Tel. +49 1723403682

Appendix B Exit interviews

Between October 2013 and October 2014 leavers in Huawei Western Europe received the following additional questions in their exit interview:

Are CULTURAL DIFFERENCES at Huawei a KEY ISSUE?

If yes

(1) What has been the impact on your personal satisfaction (any positive or negative)?

(2) What has been the impact on your business performance (any positive or negative)?

(3) What are your suggestions to overcome cultural barriers within Huawei?

The interviews have been conducted by HR managers who got a briefing on asking these questions in an open, non-judgmental way. Responses were noted by the interviewers in a pre-formatted document. In total 37 leavers' responses have been recorded, 9 Chinese and 28 non-Chinese. All leavers had local Huawei contracts (no expatriates).

13 leavers (6 Chinese/7 Non-Chinese) answered the first question with 'No'.

24 leavers (3 Chinese/21 Non-Chinese) answered the first question with 'Yes'

The recorded responses on the following three questions were evaluated by the author on patterns and priorities.

On (1) 'impact on personal satisfaction' the leavers used the following expressions for their feelings:

- Social Exclusion
- Helplessness
- Separation
- Disrespect/Ignorance
- Cultural Gap
- Demotivation

On (2) 'impact on business performance' the leavers provided feedback in the following categories:

Leadership style	Dictatorship style, built on threat and demand; disrespect for employees; strong hierarchical thinking; lack of teamwork, but delegation by telling
Organisation	Unclear responsibilities and targets; unclear and complex internal structures (seen as cultural differences); No integration of Locals in

	career development; Restriction and control, rather than flexibility and freedom
Communication	Lack of transparency -> lack of trust between staff and management Language: essential communication is in Chinese Information flow inefficient and labour-intensive (e-flows); Lack of empowerment
Working style	Efficiency not valued; Lack of risk taking no learning, local experience seen as a threat
Relatedness	Two-class society, only Chinese receive information and are authorised (In-Out Group) to take decisions; Locals treated like mercenaries – no development, burns out highly motivated people
Cultural behaviour	disrespect to cultural/social norms (spitting, loud voice in office ...), leadership, communication

Regarding the suggestions (3) the leavers highlighted

- **Cultural Development Programme**
Without knowing about planned activities, half of the respondents mentioned cultural training; creating consciousness and awareness of cultural differences; developing teamwork spirit, understanding benefits of the different cultures
- **Leadership development**
showing respect for people; fully leveraging experience of whole team,....
- **People management performance targets**
To include KPIs in senior managers' and leaders' PBC (Personal Business Commitment) on global leadership performance;
issue a global survey to identify cultural effectiveness of managers; not accept high leave rates

The leavers suggested programmes on

- **Communication**
regular info sharing, newsletters, webinars, calls, annual kick offs, face-to-face meetings with line manager
- **Integration**
,one company'; empowerment; transparency; team work/task sharing; act multinational
- **Language**
All communication in English only; improve English capabilities / selection on expats

All in all the leavers expressed a high correlation of leadership and working style, cultural behaviour and communication with the business performance of the company.

Appendix C Executive Manager Survey and Interviews in the Preparation Phase

In Nov/Dec 2013 twenty-two 2nd and 3rd level leaders (11 Local/11 Chinese Expatriates) in UK and Germany were interviewed on the following questions

- (1) What are the key challenges in your business today? How are they related to culture?
- (2) Which areas need improvement with respect to cultural understanding and behaviour?
- (3) What activities/actions (individual and team) could facilitate these improvements?
- (4) What action is required from management perspective?
How will you personally contribute?
- (5) What are your requirements on new people regarding their cultural intelligence?
- (6) What are typical use cases/situations that reflect cultural aspects of the work in Huawei?
- (7) When would you call the Cultural Development Programme successful?
How would you measure success?

The answers were either given in writing or recorded during the interview.

Local managers raised similar issues to those of Leavers in the exit interviews.
Business challenges and areas for improvement:

Internal communication	Language barriers, attitude differences missing transparency
Organisation	Parallel work, unclear responsibilities short term planning; reactive, not pro-active organisation
Leadership	Hierarchical decision making; Lack of empowerment for local leaders; Need for motivation through personal talks and open discussion;
Relatedness	Missing teamwork, ,Two companies‘
Business Competence	Lack of local business knowledge and local market habits raised issues: brand awareness; local standards and legislation

Customer Communication Honesty, transparency

Chinese Managers raised the Customer Communication as their key challenge

Difficulty to build relationship with local customer

Customers do not understand Huawei's frequent personnel change policy (relocation of Expatriates)

Suggested Actions:

Intercultural programme

Managers expressed need for top-down approach: Western Europe president and Country General Manager to drive (raised by Local and Chinese managers).

Performance Targets on 'cultural activities'

KPIs should be defined and set into managers' performance targets to become performance relevant (only raised by local managers).

Communication

All managers raised the importance of transparent communication and team building.

Leading by example

Management needs to demonstrate how intercultural teams should work (e.g. only talking English). Fourteen managers (Local & Chinese) suggested contributing themselves, in leading by example.

Expectations on new people regarding cultural intelligence:

Most managers have general expectations on flexibility, willingness and openness to adapt
-> *Cultural Motivation and Behaviour*

Few expect *Cultural Knowledge*, like having worked in Asian cultures and knowing Huawei's culture

Measures of Success for a Cultural Development Programme:

The following items were mentioned by more than ten managers

- Customer Satisfaction Surveys as indication for improvement of business results
- Employee satisfaction – perception of change at work
- Leave rate assessment and attractiveness of Huawei as employer

Appendix D BDaC Standard Operating Procedures

The objective of the Business Development across Cultures (BDaC) programme is to improve the organisational performance between Huawei and its customer on team performance, customer satisfaction and business results through cultural awareness, motivation and behaviour. The BDaC programme is set up based on an agreed partnership between Huawei and its customer on the delivery of new products and services to the customer's market.

This document describes the standard operating procedures (SOPs) on how the BDaC programme is implemented and executed.

1. What characterises a BDaC project?

A project qualifies for a BDaC programme if it requires a close cooperation with the understanding of the other company's processes before the product is launched. The introduction of the new product might even cause changes to these processes. A BDaC programme runs over a longer period, possibly with several phases, each of them with typically 6-12 months duration. Each phase has a defined starting point – the first phase should start soon after the project teams in both companies have been appointed – and a defined end, where the effectiveness of the programme is measured and a continuity of the programme is decided.

Typical BDaC projects are the release of new service platforms, Business Support Systems, the transformation to new system architectures, and co-sourcing/outsourcing initiatives.

2. Initiation of the BDaC programme through management steering

The BDaC programme has been developed on studies and experience showing that if managed well, diverse cross-cultural teams demonstrate more creativity and produce better results than culturally homogenous teams. The objective of the programme is to develop these management skills across the company cultures, to ensure productive communication between the teams and high quality of results.

The first success factor for the BDaC programme is the management support. The programme needs to be initiated by the management team in a Steering Committee. The project managers from both companies need to be part of the BDaC programme. It is recommended that executive managers from both companies also join sessions in the BDaC programme to demonstrate their commitment, stimulate the participants' motivation, learn about the project challenges, and to engage with the participants.

The executive management is the sponsor of the BDaC programme. It initiates the programme and receives and reviews the reports.

3. The programme directors and facilitators

The leaders from WEU HR Learning & Development (L&D) and Business & Network Consulting (BNC) are responsible for the BDaC programme across Western Europe (WEU) and called programme directors.

The individual BDaC programme is managed by at least one project-external facilitator and optionally further internal facilitators. In the past, the combination of a WEU HR-manager (e.g. from Learning & Development) and a Business Development manager (e.g. from Business/Organisational Consulting) delivered a good result.

Alternatively HR-Business Partners and/or Cultural Brokers (see chapter 4) can take one or both of the facilitator roles, under the condition that they have been trained on the BDaC programme and certified as BDaC facilitators.

4. The role and the selection of Cultural Brokers (CB)

A successful implementation of the programme requires motivators and leaders who demonstrate cross-cultural awareness, knowledge and behaviour through their own example. Within the BDaC programme they take the function of a Cultural Broker (CB). The CBs are nominated in the beginning of the programme, for Huawei and for the customer. Their primary role is to

- Demonstrate cultural intelligence within their own company's project team and across the companies, i.e. to act as role models for the team members
- Coach other team members to develop their intercultural competence
- Follow up on action plans, motivate team members on the execution
- Initiate new actions and interventions in the programme
- Report on the progress of the programme to facilitators and to the management
- Act as contact and channels between the companies in case of difficulties in the collaboration
- Mediate between parties in case of cross-cultural conflicts or misunderstanding

The CBs are instrumental for the day-to-day collaboration and for the interventions between the workshops. They may also facilitate parts of the workshops and act as co-trainers. In this case they will receive the BDaC certification training that qualifies them to facilitate on any BDaC programme.

One Chinese and one local CB will be nominated for each BDaC programme from the Huawei team. It is recommended to have also at least two CBs nominated from the customer team. The CB may hold a formal leadership role in the team, like project director. However, more

important is the influence and acceptance by the team for being a cross-cultural mediator. In the case of all CBs being staff members, a management member may be appointed as third CB to further empower the CB team within the organisation.

The CBs are either nominated upfront by the management of both organisations or during the first workshop by the participants. The CBs are confirmed in their role by the BDaC programme directors from L&D and BNC. The programme directors may include the results of a Cultural Intelligence Questionnaire (see 7.3 Cultural Intelligence Scale) for the selection.

5. BDaC certification

Project managers, Cultural Brokers, and HR Business Partners can be certified as BDaC facilitators.

They receive training on the principles, the workshop material, the interventions and the success measurement methodology of the programme. Furthermore they can get coaching to review the progress during the programme implementation.

Training and coaching are facilitated by the programme directors.

6. Elements of the BDaC programme

The BDaC programme accompanies a business development project in its delivery, from the team set up to a pre-defined milestone, which can be the delivery of the product. It contains a number of defined elements and further optional parts that can be added by the CBs in coordination with the project teams and in dialogue with the BDaC programme directors.

The programme consists of the following elements

6.1 Pre-programme questionnaire

This reflects the status of the collaboration before the start of the BDaC programme and the team satisfaction within the Huawei team. The Huawei team participates in the Intercultural Leadership Survey (ICLS), described in chapter 7.1, the customer provides their feedback in the Customer Satisfaction Survey (CSS) as described in chapter 7.2.

6.2 Huawei internal workshops

The results from the pre-programme questionnaires are taken as basis for an initial Huawei internal workshop to reflect on the team satisfaction and the customer feedback. Within the workshop the participants develop cultural awareness, agree on action plans within the team and nominate CBs. It also prepares for further activities with the customer. All team

leaders and the CB candidates need to participate in the workshop. The use of CQS (see chapter 7.3) should help the participants to reflect on their cultural intelligence and potential areas for improvement. The use of Observer CQS should be discussed at the end of the workshop. If the Huawei participants agree to use this as an instrument to gain personal feedback on their cultural intelligence, they should trigger the feedback before the start of the joint workshops. The After Action Review tool (see chapter 7.4) is used to measure the effectiveness of the workshop.

6.3 Huawei/customer workshops (minimum one workshop)

Core elements of the BDaC programme are the joint workshops between Huawei and customer team members.

In the preparation, the facilitators conduct short interviews with each participant asking them about their expectations and motivation, and providing them with an understanding of the workshop structure. The workshop itself is highly participative, requesting the team members to share their experience. After an introduction on cultural sensitivity the participants reflect on critical incidents in the project. The facilitators use the CSS results as basis for the discussions. The knowledge about cultural models and customs is used to trigger a discussion about explaining and understanding the incidents with the aim to jointly develop cross-company culture awareness, and agree on action plans and future interventions. The AAR lets the participant reflect on the workshop results and personal actions.

6.4 CB meetings Huawei/customer

The CBs should take the lead in executing the actions from the joint workshops and to initiate further interventions. In these meetings the CBs reflect on the progress of the collaboration and plan further action – this should be every four weeks or more frequently as CBs agree.

6.5 Meetings/calls with BDaC programme directors

These are held bi-monthly to reflect on the action planning from the workshops and the effectiveness of the interventions. These meetings can also be used for CB team or individual coaching.

6.6 Post-programme questionnaire

CSS and ICLS are used to ask the customer about the collaboration at the end of the programme and the satisfaction within the Huawei team, in comparison to the beginning of the programme ('retro-pre') to evaluate the effectiveness of the programme.

The CQS tool (chapter 7.3) allows reflection on personal development in Cultural Intelligence. If the use of Observer CQS has been agreed, the Huawei team members can get also feedback from customers on their personal development.

6.7 Post programme review meeting

This is to be held with the full team at the end of the programme, where the results of the CCS questionnaire are presented. This should be combined with a Lessons Learned session with a post programme action plan. It is suggested to combine this meeting with some cultural social event. The results of the ICLS will be communicated separately within the Huawei team and discussed with the management team.

6.8 Final Steering committee meeting

The BDaC programme is completed with a further steering committee meeting where the management of both companies review the results and decide on the further steps – this could be an extension of the programme in time, an expansion to other teams, or the termination of the programme.

6.9 Other interventions

The defined BDaC elements are complemented by interventions and activities that are agreed within the project teams. The CBs should encourage the teams to enhance the communication and develop their cross-cultural understanding. In general, the additional interventions should be facilitated by the CBs or other assigned team members. The CBs are in dialogue with the BDaC programme directors and the workshop facilitators on the interventions. They may support where required.

Communication and trust building through initiating dialogue and knowing each other better are crucial for the development of a business partnership. This relationship should grow through further interventions.

Optional interventions can be

- Weekly joint lunch meetings – for instance on Mondays to talk about weekend activities (non-business) – open for all project members
- Facilitated project reviews at delivery milestones – that reflect on the collaboration, how difficulties have been handled, what worked and what didn't
- Joint celebration of cultural events (Christmas market, Chinese moon festival,...)
- Dedicated cultural trainings for newcomers who join the project team
- Setting up a 'buddy-scheme', Huawei internally and with customer (highly recommended)
one Chinese and one local project member work closely together throughout the programme and help each other in understanding the other culture's needs and preferences.

- Alternative (team) training to enhance performance and effectiveness, based on specific needs identified by Steering committee, Project managers or CB's.

7. Measurement tools

The progress and the results of the BDaC programme are measured through questionnaires and interviews that allow to take corrective action or change the focus where needed.

7.1. Intercultural Leadership Survey (ICLS)

The ICLS is a 20-item self-view questionnaire that covers the participants' general satisfaction, their view on the practiced leadership style, on the team collaboration across cultures, on empowerment and career development, and on the customer satisfaction. The twenty rating items are complemented by two open questions on the strength/weaknesses of the team and the suggested actions for improvement. All Huawei project members are asked to participate in the ICLS in the beginning and at the end of the programme. Using the ICLS is based on reports by Huawei staff that higher satisfaction on the above items correlates with higher self-esteem in the team, with better performance and higher customer satisfaction. In the BDaC programme the ICLS is also used to further explore this correlation.

The ICLS is designed as a web-based survey. It needs to be promoted by the management team and by the CBs. However, the participation is voluntary. The evaluation is done on an aggregated basis and anonymously. See the attachment 1 for an ICLS with preface. The evaluation is done by the programme directors or certified BDaC facilitators.

7.2. Customer Satisfaction Survey (CSS)

The CSS consists of four questions related to communication, agility, cultural fit, and learning & adaptation. The questions are the same as in the respective part in the ICLS, which allows a comparison of the Huawei self-view and the customer view on the Huawei team performance towards the customer. The four rating questions are complemented by two open questions on Huawei's strengths, weaknesses and suggested improvements in the collaboration.

The CSS is designed as a web-based survey. It needs to be promoted by the management team and by the CBs. However, the participation is voluntary. The evaluation is done on an aggregated basis and anonymously. See the attachment 2 for a CSS with preface. The evaluation is done by the programme directors or certified BDaC facilitators.

7.3. Cultural Intelligence Scale (CQS) self-view and observer view

The CQS looks at the personal cross-cultural awareness and capabilities. This is used for the individual participants to reflect on their cultural intelligence (CQ), get feedback from other team members and see how their CQ level develops through the programme. We use the CQS in a shortened form with nine questions ('Mini-CQS') as self-view and observer-view.

CQS at the initial workshop

All Huawei participants are asked to join the CQS in doing the self-view during the initial workshop, and hand out the Observer-CQS to at least four Huawei colleagues who are part of the project. Optionally the Huawei participants may already after the initial workshop ask four customers to provide them with their observer-view. This will help the participants to get a view from their colleagues and business partners on their cultural awareness and behaviour.

CQS at the end of the programme

At the end of the programme all Huawei participants are asked again to do a CQS self-view and to collect an observer-view by the same Huawei colleagues that provided their view at the initial workshop. At that time the participants should also gather the observer-views from four customers (in case of customer feedback already gathered in the initial stage choose same people).

Attachments 3 and 4 are examples for CQS self-view and observer-view.

7.4. After Action Review (AAR)

We use After Action Reviews (AAR) in order to measure the effectiveness of an intervention in the BDaC programme. The AAR are designed to serve the following purposes

- A self-reflection of the participant on his/her expectation in the intervention (e.g. the workshop) and in how far this has been achieved
- An assessment on the effectiveness of the intervention with recommendations for improvements
- An action plan on what the participant is going to do or to change as a result of the intervention (future orientation and personal commitment)
- A suggestion as to what needs to be changed by other bodies, e.g. management, BDaC facilitators, to improve business results

Participants are asked to do the AAR at the end of the intervention (e.g. last 15 minutes of a workshop) or promptly afterwards (e.g. following day after a team event). Attachment 5 contains the AAR for a cross-cultural workshop as it is to be used by the facilitators. A shorter version might be used for other interventions like team events. In these cases the

AAR should be modified by the CBs. It is important to measure and monitor the effectiveness of each step in the programme.

The AARs are collected and analysed by the facilitators or CBs. The programme directors might support in the evaluation of data. The interventions will be analysed with the programme directors in the CB calls on the basis of the AAR.

7.5. Interviews

Within the surveys the participants will be asked whether they are available for further discussions and interviews. This will help the management and the programme facilitators to work on the quality of the project delivery and to take corrective actions. Interviews and dialogues provide more insights and cover a wider scope than the surveys. The facilitators practice the dialogue continuously with the CBs.

8. Reporting

The reporting structure and frequency is agreed in the initial Steering Committee meeting. The programme directors report on the programme progress to the SteerCo members.

The first report is given after the initial surveys.

A further report is delivered at the end of the programme with the CSS results. This report is the input for a further steering committee meeting where the effectiveness of the programme is analysed and the further steps are discussed.

Any other interim report should be agreed between the SteerCo members and the programme directors.

The facilitators and the CBs should report on the progress of the programme to the programme directors. This should contain information about what activity has been conducted and what results were achieved. The reports should contain results that have been achieved with the above measurement tools, like AAR feedback after interventions, and may contain transcripts of interviews. These reports are the foundation for the bi-monthly CB calls (see chapter 6).

After the SteerCo has reviewed the final results the programme directors, facilitators and CBs prepare for a closing event where all the participants are invited and where the results will be presented. This may be combined with the achievement of a delivery milestone.

Attachments:

- 1 Intercultural Leadership Survey (ICLS)



BDaC ICLS.docx

- 2 Customer Satisfaction Survey (CSS)



BDaC Customer
Satisfaction Survey.d

- 3 Cultural Intelligence Scale (CQS) – self-view



BDaC
Mini-CQS_self.docx

- 4 Cultural Intelligence Scale (CQS) – observer view



BDaC
Mini-CQS_observer.d

- 5 After Action Review (AAR)



BDaC AAR.docx

Appendix E Richard Lewis Model

LINEAR-ACTIVE	MULTI-ACTIVE	REACTIVE
Talks half the time	Talks most of the time	Listens most of the time
Does one thing at a time	Does several things at once	Reacts to partner's action
Plans ahead step by step	Plans grand outline only	Looks at general principles
Polite but direct	Emotional	Polite, indirect
Partly conceals feelings	Displays feelings	Conceals feelings
Confronts with logic	Confronts emotionally	Never confronts
Dislikes losing face	Has good excuses	Must not lose face
Rarely interrupts	Often interrupts	Doesn't interrupt
Job-oriented	People-oriented	Very people-oriented
Sticks to facts	Feelings before facts	Statements are promises
Truth before diplomacy	Flexible truth	Diplomacy over truth
Sometimes impatient	Impatient	Patient
Limited body language	Unlimited body language	Subtle body language
Respects officialdom	Seeks out key person	Uses connections
Separates the social and professional	Mixes the social and professional	Connects the social and professional

Table A-1 Characteristics and behavioural elements according to Lewis (2006)

Appendix F After Action Review

xxx project – After Action Review <action; example: cross cultural management workshop>

At the end of the **cross-cultural management workshop** please reflect on the following questions:

1. What were your expectations for the day?

What did you expect to happen?

How were the expectations met? What actually happened?

Why were there differences?

2. What worked during the **workshop**?

What didn't?

Why?

3. What mark out of 10 would you give this workshop? (1-10)

What would make it a 10 ?

4. What actions are you going to take after this **workshop**?*

What are your future needs to make the project more successful?

5. What are your recommendations for the team management & the programme facilitators for future action?*

*please think of crisp, clear, achievable, future oriented actions

Your name:

Appendix G Cultural Intelligence Scale (short form): Mini-CQS

BDaC **xxx** project – Cultural questionnaire stage 1 (self report)

Dear participants in the **xxx** Business Development across Cultures programme,

In preparation for the forthcoming cultural management workshops, we ask you to reflect on your current intercultural capabilities and knowledge. The attached questionnaire is part of a learning development where you look at these capabilities and knowledge today and at later stages in the programme.

We would ask you to answer the following questions in an honest way, reflecting on HOW YOU REALLY ARE (not how you like to be) – think about how others might see you, for instance other colleagues or customers. This will be a good basis for your individual development and the team development. At the workshop we introduce a learning journal and we would ask you to keep a copy of this filled questionnaire for your journal.

Furthermore this process will demonstrate the effectiveness that the workshops and any other interventions have on cultural awareness, knowledge and behaviour.

For this please send the filled questionnaire by **xxx** to **<L&D/HR Business Partner address>!**

We will keep all answers confidential and use for the study analysis only aggregated, non-personalised, data.

Ralf Kreikamp, Peter Hijgenaar
BDaC programme directors

Please answer in an honest way on HOW YOU REALLY ARE (1 = strongly disagree; 7 = strongly agree). Reflect upon how others might see you, for instance your colleagues or your customers.

1. I enjoy interacting with people from different cultures.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7

2. I am sure I can deal with the stresses of adjusting to a culture that is new to me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7

3. I know the cultural values and religious beliefs of other cultures.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7

4. I know the legal and economic systems of other cultures.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7

5. I know the rules (e.g. vocabulary, grammar) of other languages.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7

6. I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7

7. I check the accuracy of my cultural knowledge as I interact with people from different cultures.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7

8. I change my verbal behaviour (e.g. accent, tone) when a cross cultural interaction requires it.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7

9. I change my non-verbal behaviour when a cross-cultural situation requires it.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7

Your Nationality

<input type="checkbox"/>	Chinese	<input type="checkbox"/>	Local (Non-Chinese)
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Many thanks for your participation!

Note: This survey contains the short version of the Cultural Intelligence Scale (CQS).
Copyright© Cultural Intelligence Center 2007. Use of this scale granted to academic researchers for research purposes only.

Appendix H Customer Satisfaction Survey (CSS) – Post & Retro-Pre – Project 1

DT NGTV project – Business Development Programme

Dear member of the DT NGTV project,

Since July 2014 we have been running the business development programme between Deutsche Telekom and Huawei on the delivery of the new NGTV platform.

Today we ask you for a first feedback in two short questionnaires.

In the first questionnaire we ask you to feedback on how you perceive the situation and the performance today. We ask you to complete this first questionnaire before responding to the second in file 'DT Questionnaire Then – March 2015'.

Your participation and feedback is essential to evaluate the effectiveness of the programme and for future action planning.

Please answer the following questions by March 15. We also appreciate if we can contact you for further feedback throughout this programme.

Many thanks for your participation.

Michael Bals, Björn Sölch, Martin Gelhard

Deutsche Telekom

Zhukexin, Andreas Neul, Zengleiming

Huawei Technologies

PART 1

Please give us feedback on how you perceive the situation TODAY:

1. To what extent does the Huawei NGTV team communicate in a way that demonstrates Speed, Simplicity and Trust?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
very low	low	somewhat low	neutral	somewhat high	high	very high

2. How would you rate the Huawei NGTV team's communication with regards to changes in the project plan and the delivery

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
very low	low	somewhat low	neutral	somewhat high	high	very high

3. To what extent does the Huawei NGTV team have a good cultural fit with your team in sharing values and aligning to establish the best way of working?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
very low	low	somewhat low	neutral	somewhat high	high	very high

4. How would you rate the Huawei NGTV team performance in listening, learning and reacting to your feedback?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
very low	low	somewhat low	neutral	somewhat high	high	very high

5. Where do you see points of strength in the Huawei NGTV team performance? Please list points.

6. **What are points of weakness in the Huawei NGTV team performance - what should be improved?**

Please also note any specific suggestions on action.

I participated in one of the intercultural workshops with Huawei

☐ yes ☐ no

PART 2

Please give us feedback on how you perceive the situation was in June 2014

We now ask you to look back to June 2014, before the beginning of the programme, and provide your feedback on how you think from today's perspective the situation and performance was at that time. It is not important to look back to a specific date - you may think of early summer last year – and also not to worry whether the ratings match any feedback that you gave at that time. We would like you to give us feedback from today's perspective about the situation and performance at the beginning of the programme in relation to the situation and performance today.

7. **To what extent did the Huawei NGTV team communicate in June 2014 in a way that demonstrated Speed, Simplicity and Trust?**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
very low	low	somewhat low	neutral	somewhat high	high	very high

8. **How would you rate the Huawei NGTV team's communication in June 2014 with regards to changes in the project plan and the delivery?**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
very low	low	somewhat low	neutral	somewhat high	high	very high

9. To what extent did the Huawei NGTV team in June 2014 have a good cultural fit with your team in sharing values and aligning to establish the best way of working?

☐

very
low

☐

low

☐

somewhat
low

☐

neutral

☐

somewhat
high

☐

high

☐

very
high

10. How would you rate the Huawei NGTV team performance in June 2014 in listening, learning and reacting to your feedback?

☐

very
low

☐

low

☐

somewhat
low

☐

neutral

☐

somewhat
high

☐

high

☐

very
high

11. What were points of weakness in the Huawei NGTV team performance in June 2014?

12. What has improved in the Huawei NGTV team performance since June 2014?

I am available for a further dialogue on the NGTV business development programme

☐

yes

☐

no

If 'yes', please enter your name:

and mobile phone number:

Many thanks for your participation!

Appendix I Intercultural Leadership Survey (ICLS) – Post & Retro-Pre – Project 1

Dear participant in the DT NGTV Business Development Programme,

Since June 2014 we have been running the business development programme between Deutsche Telekom and Huawei on the delivery of the new NGTV platform.

For the NGTV project with Deutsche Telekom, we initiated the programme to develop our team & leadership performance across cultures, within Huawei and in the collaboration with our customer, with the goal to improve the business results in the project delivery and increase the customer and the internal satisfaction.

Today we ask you for a first feedback on its effectiveness in a questionnaire with two parts. We ask you to finish the first part before answering the second.

In this first part we ask you to feedback on how you perceive the situation and performance TODAY.

The survey is web-based, all answers are stored anonymously, and evaluations will be made only on aggregated data. Your participation in the survey is voluntary. However, we need your support and participation to engage in this business development programme. Please finish the survey by March 15 at the latest.

Many thanks for your participation.

PART 1:

Please give us feedback on how you experience the situation TODAY:

1. I feel that my manager trusts me and cares about me

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

2. I think my opinion counts at work

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

3. My supervisor takes different views into consideration

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

4. My team is open minded, progressive, innovating and improving

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

5. I had opportunities to learn and to grow in the past

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

6. The working climate in my team is healthy and positive

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

7. In my team I find good collaboration between Locals and Chinese

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

8. I have a trustful communication and relation with my supervisor

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

9. I have trustful communication and relations within my team across cultures and nationalities

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

10. My supervisor cares about my career development

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

11. I feel empowered to take action and make an impact in my role

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

12. The team communication is in English

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

13. Using a common language on all communication is important for the performance of the team

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

14. I think our team is a high performing team

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

15. I believe that the leadership style has an impact on the team performance

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

16. I believe that the collaboration between Chinese and Local colleagues has an impact on the business results of the team

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

17. How would you rate your team's communication to the customer with regard to changes in processes that may impact the timely delivery of products and services?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
very low	low	somewhat low	neutral	somewhat high	high	very high

18. To what extent does your team communicate to customers in a way that demonstrates Speed, Simplicity and Trust?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
very low	low	somewhat low	neutral	somewhat high	high	very high

19. To what extent does your team have a good cultural fit with the customer in sharing values and aligning to establish the best way of working?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
very low	low	somewhat low	neutral	somewhat high	high	very high

20. How would you rate your team's performance in listening, learning and reacting to customer feedback on their experience (lessons learned from previous projects,...)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
very low	low	somewhat low	neutral	somewhat high	high	very high

21. What are points of strength in your team that result in customer satisfaction and positive business results – what does the team do particularly well?

22. What are points of weakness in your team that might impact customer satisfaction and business results – what should be improved?
Please also note any specific suggestions on action.

You have already completed the first part of the survey. Thank you.
Please continue with the second part that looks back to the time when we started the programme.

Part 2

Please give us feedback on how you perceive the situation was in June 2014

We now ask you to look back about 9 months ago, before the beginning of the programme, and provide your feedback on how you think from today's perspective the situation and performance was at that time. It is not important to look back to a specific date - you may think about summer last year - and also not to worry whether the ratings match any feedback that you gave at that time. We would like you to give us feedback from today's perspective about the situation and performance at the beginning of the programme in relation to the

situation and performance today.

If you joined the programme later in the year, you may just refer to the time when you first got in touch with the NGTV project. You should have worked in the programme for at least four months to answer this second part.

23. I feel that my manager trusted me and cared about me

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

24. I think my opinion counted at work

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

25. My supervisor took different views into consideration

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

26. My team was open minded, progressive, innovating and improving

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

27. I had opportunities to learn and to grow in the past

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

28. The working climate in my team was healthy and positive

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

29. In my team I found good collaboration between Locals and Chinese at the beginning of the programme

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

30. I had a trustful communication and relation with my supervisor

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

31. I had trustful communication and relations within my team across cultures and nationalities

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

32. My supervisor cared about my career development

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

33. I felt empowered to take action and make an impact in my role

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

34. The team communication was in English

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

35. I think our team was a high performing team (in June 2014)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
strongly disagree	disagree	somewhat disagree	undecided	somewhat agree	agree	strongly agree

36. How would you rate your team's communication to the customer in June 2014 with regard to changes in processes that may impact the timely delivery of products and services?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
very low	low	somewhat low	neutral	somewhat high	high	very high

37. To what extent did your team communicate to customers in June 2014 in a way that demonstrated Speed, Simplicity and Trust?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
very low	low	somewhat low	neutral	somewhat high	high	very high

38. To what extent did your team have a good cultural fit with the customer in sharing values and aligning to establish the best way of working?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
very low	low	somewhat low	neutral	somewhat high	high	very high

39. How would you rate your team's performance in June 2014 in listening, learning and reacting to customer feedback on their experience (lessons learned from previous projects,...)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
very low	low	somewhat low	neutral	somewhat high	high	very high

40. Your Nationality

<input type="checkbox"/>	Chinese (Expatriate)	<input type="checkbox"/>	Local (Non-Chinese)	<input type="checkbox"/>	Chinese Local
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Appendix J BDaC programme - Code of Conduct

What is a Code of Conduct?

Huawei and xx company have agreed on the following definition:

A set of rules outlining the social norms and rules and responsibilities of, or proper practices for, an individual, party or organisation

What is the aim of the Code of Conduct?

Huawei and xx company have agreed on the following:

The goal is to establish a better and smoother communication and common 'project culture' within the project team

Who should follow the Code of Conduct principles?

Huawei and xx company have agreed on the following:

The rules will be executed by the project team of both Huawei and xx company. The rules will be implemented under the BDaC programme.

Huawei and xx company have mutually agreed to implement a Code of Conduct with the following principles:

I. Category: General

1. Work as one team with common objective(s).
2. Respect the other persons and be open to differences
3. Respect each other as partners. Find trust and confidence between two partners; if we succeed it will be together, if we fail it will be together.
4. Be open and transparent in risks and issues.
5. If you do not understand something, ask again.
6. Don't feel afraid to ask questions. There are no stupid questions, only stupid answers.
7. Understand each other's processes better and where they intervene.
8. Share the organisation diagram of xx company and Huawei and update them at least every 6 months.

II. Category: E-mailing & meetings

1. Please put only one person in the TO address line when writing e-mails, CC may be as many as you want. This is to avoid multiple people in the TO list and nobody taking action/feeling responsible.
2. Please respond to e-mails within three working days.

3. Please respond to meeting requests within two working days. You may accept or reject, but replying is essential.
4. While e-mailing with each other do not exchange more than four emails on the subject. If the issue is still not resolved after four e-mail exchanges, you have to meet your counterpart face-to-face or on the phone to solve the issue.

III. Category: Problem solving & escalation

1. When issues arise, focus the energy on overcoming the issue, not pin-pointing.
2. Both parties should respect the organisation and way of escalation.
3. If you cannot find a solution to your problem at your level, please escalate it to your line manager.
4. Both parties need to mutually agree on the moment of escalation. Both parties are to be informed that the topic will get escalated to the management, allowing a last call for issue solving before escalation. An escalation should not be a surprise for any of the two parties.

Appendix K Cultural Broker interviews

Interview with Cultural Brokers Z. Leiming (Leo) from Huawei and Michael B. from Deutsche Telekom on December 17, 2014, in Darmstadt, Germany

Background:

We had passed six months of the nine months business development programme. The CBs reflected on the journey since they started and we discussed about the next activities for the programme. For that evening Deutsche Telekom (DT) had invited for a joint visit of the Christmas Market in Frankfurt with a dinner in a local restaurant. I had talks with the CBs before this event, speaking first to Leo separately and later on with both of them together.

The following is the transcript of both talks from my notes. I decided not to use audio recording to avoid giving the talk a character of an interrogation.

Talk with Z. Leiming (Leo) – conference area at DT – Dec 17, 14.00

Ralf: How would you describe your relationship today with the DT team and with the CBs in particular?

Leo: The relationship has significantly improved. Particularly good relationship with the Brokers and especially with Michael. To give example: We had dinner together last evening and afterwards he showed me his home and introduced me to his family for a snack before he drove me home.

Ralf: What has improved in the team relationship? How is this expressed?

Leo: We have more fun in working together. People make jokes. It is a very natural way of working. Like partners.

Ralf: Apart from the workshops what did you do to facilitate this partnership? What has been important?

Leo: We do lunch meetings in larger groups every Monday. Everyone is invited to join in the canteen at a reserved table. We also have Jour Fixe meetings every Thursday, project reviews between Andreas, Leo (two of the Huawei CBs), Björn, Michael (two of the DT CBs) and also have lunch afterwards. This creates trust and also fun.

Ralf: How important is the Cultural Broker role for the relationship with DT?

Leo: It is very important for the relationship with the customer to have a personal relationship – CBs are the project coordinators and role models. It is also important for motivating our own people.

Ralf underlined his and Peter's (*cultural trainer*) impression that Leo's speech to the Huawei workshop participants on the evening before the last workshop created a strong positive energy and high motivation. Leo played his role down but agreed that some Chinese colleagues would need to get a trigger and that he liked to do this.

Leo gave a suggestion on how to select CBs: Important is to have middle management persons with an influence on the leader, but not with formal power. People would follow them not due to the hierarchical relationship and compliance but through commitment as the person is well accepted in the team. The internal influence is important for the CB.

Ralf: What are other factors for a successful cooperation?

Leo: We have mixed office environments. Huawei sits in the DT offices. This is good to frequently exchange information. It also shows a great trust that DT has towards Huawei people.

Ralf: At the last workshop you also agreed to have regular project review meetings after each software release, also reflecting on the cooperation. How did the first one go?

Leo: This was in Ulm on November 26. Actually most participating people met there for the first time. It immediately worked (although they did not have any workshop before).

Leo: This was not normal. This was due to the individual people - with others it may not have worked that well. We also visited the Christmas market in Ulm afterwards. *(for further consideration: possibly the participating CBs already created an atmosphere that helped the new teams)*

Talk with Michael B. and Leo – DT project office – Dec 17, 15.30

Ralf: Looking back to July – 6 months ago – what has changed in the relationship between Huawei and DT during that time?

Michael: A lot has changed, particularly on how we work together now. I started in March on the project and I already noticed a change during the summer. I noticed a more open mindset. Already before September (the time of the first DT-Huawei joint workshop) I felt that Huawei did something (1st Huawei internal cultural workshop was on July 8). They showed a mind change. Since our workshop we continuously improved the relationship towards more trust. During the workshop we saw that it was more about the project culture that we needed to create rather than about national cultures.

Ralf: How did this affect the business and the delivery programme of the NGTV platform?

Michael: As said we have more trust and we discuss things jointly together. We understood that we need to deliver this programme together. I can say that this is a normal relationship today – like with any other supplier that we have – no, even better.

Ralf: You had two workshops together on Sept 10 and Oct 7. What other activities did you trigger since then?

Leo: We have the Monday and the Thursday lunches.

Michael: Yes, and we also have dinner from time to time. *Michael mentions the joint dinner with Leo and talks about it.* My personal relationship with some Huawei people is even better than with any other supplier. I feel it is personally very inspiring also to work across the different cultures. Sometimes it is the little things. They showed me for instance how to type on a Chinese keyboard.

Leo: We also do regular project reviews and we work closely together in the same office.

Michael: Yes, this has become good practice – it is more like one company. I hope this stays the same in case we face difficulties in the delivery. For January we also plan to do a 2015 kick off meeting.

Ralf: How do you see the effect and success of the things that you do? What responses did you get on the interventions, the workshops and anything else you mentioned?

Michael: I want to highlight three points:

1. Speak openly create an atmosphere where also shy people bring in their contributions
2. Get real feedback being honest and open to each other creates trust and support
3. Connect on a personal level I believe that the personal relationship will help, once we face challenges in the project.

The responses to the workshops have been very good – we suggested some changes, we also saw that we are in principle closer to each other than the cultural theories tell us.

Ralf: How do you experience your role as Cultural Broker (CB)?

Michael: I think the CB role is no longer that important.

Ralf: This means it was not or is not that important?

Michael: It was important, but now as the project is running well it is less important. The CB is only necessary in case of problems. I think the CB should be someone from the outside, not part of the project.

I show the summary slides from the June DT questionnaire on Huawei's performance (these were very negative).

Ralf: Would we expect to get similar responses today on the satisfaction compared to June?

Michael (smiling): Definitely not, it is not all perfect yet, but you would get a much more differentiated feedback and the feedback would be considerably better.

Leo: I think so as well

Finally we discuss about further steps for next year. I suggest one more workshop for the end of January. Both CBs want to think about the target group. Michael has some doubts whether it is necessary as he does not see any critical team relationship. I point out that we might not look at problems but also use the workshop to reflect in the team on what has changed since the beginning of the project, how it impacted the work and then think about how to even improve further for the future challenges. We discussed about the expected stressful time when getting closer to the product launch in October 2015.

I introduced and agreed with them my plans to have one interview round with the programme participants at the end of January and another one at the end of March to close the programme. Michael asked to do one more round in October at launch date.

Michael also suggested that more HQ people should come over to Germany to work for some time on the project – not only DT people visiting China. The role of the CBs would then be to introduce these people and coordinate their stay.

After the talks the teams met in Darmstadt to go to the Frankfurt Christmas market. I counted about 40 participants despite the rainy weather. About 2/3 from Huawei, 1/3 from DT. Even two Chinese colleagues came with their families/kids. The DT project leader obviously liked his role in explaining the background of 'Frankfurt' to the Chinese colleagues, the vista points in the city and the meaning of the Christmas market. DT invited to this event – similarly Huawei will invite for the Chinese New Year event. The group went to a typical Frankfurt restaurant afterwards, filling four tables. Three of them were mixed tables with Huawei and DT people – all telling stories, and having fun – across cultures, across the companies. The Chinese demonstrated then the practice of drinking with people going from table to table

Appendix L Survey Analysis Project 1

Project 1 – CSS

Customer Satisfaction Index (CSI) – Project 1: DT NGTV		Post: March 2015 on March 2015				Retro-Pre: March 2015 on June 2014				Pre: June 2014 on June 2014			
		Huawei			DT	Huawei			DT	Huawei			DT
#		Total N=28	CHN N=20	LOC N=7	Total N=11	Total	CHN	LOC	Total	Total N=42	CHN N=29	LOC N=9	Total N=11
1/7	To what extent does the Huawei NGTV team communicate in a way that demonstrates Speed, Simplicity and Trust?	5.54	5.40	5.71	5.30	5.32	5.30	5.29	4.00	5.21	5.48	4.22	3.57
2/8	How would you rate the Huawei NGTV team's communication with regards to changes in the project plan and the delivery?	5.43	5.45	5.29	4.70	5.25	5.45	4.71	3.60	5.05	5.24	4.22	3.86
3/9	To what extent does the Huawei NGTV team have a good cultural fit in sharing values and aligning to establish the best way of working?	5.68	5.65	5.71	5.40	5.14	5.40	4.29	3.80	5.24	5.48	4.56	4.00
4/10	How would you rate the Huawei NGTV team performance in listening, learning and reacting to your feedback?	5.61	5.75	5.29	5.20	5.07	5.25	4.57	4.10	5.26	5.59	4.33	4.00
	CSI Mean	5.57	5.56	5.50	5.15	5.20	5.35	4.72	3.88	5.19	5.45	4.33	3.86

Table A-2 Project 1: CSI and corresponding Huawei self-view ; 1. Survey (Pre) and 2. Survey (Post & Retro-Pre)

N: Number of participants; CHN = Chinese Expatriates; LOC = Locals; LCH = Local Chinese

Project 1 - ICLS

Project 1 – General Satisfaction		March 2015 (Post)			March 2015 on June 2014 (Retro-Pre)			June 2014 (Pre)		
#	Question	total	CHN	LOC	total	CHN	LOC	total	CHN	LOC
Q1	I feel that my manager trusts me and cares about me	5.93	5.80	6.29	5.75	5.80	5.57	5.86	6.07	5.22
Q2	I think my opinion counts at work	5.89	5.80	6.14	5.93	5.95	5.86	6.07	6.28	5.56
Q3	My supervisor takes different views into consideration	5.71	5.75	5.57	5.54	5.70	5.00	5.88	5.86	6.00
Q4	My team is open minded, progressive, innovating and improving	6.25	6.20	6.43	5.86	5.95	5.57	5.95	6.21	5.44
Q5	I had opportunities to learn and to grow in the past	6.07	5.90	6.57	5.82	5.85	5.71	6.02	6.21	5.44
Q6	The working climate in my team is healthy and positive	6.25	6.10	6.57	5.79	5.85	5.57	5.79	5.97	5.22
GSI Mean		6.02	5.93	6.26	5.78	5.85	5.55	5.93	6.10	5.48

Table A-3 Project 1 – General Satisfaction development

Project 1 – Leadership performance		March 2015 (Post)			March 2015 on June 2014 (Retro-Pre)			June 2014 (Pre)		
#	Question	total	CHN	LOC	total	CHN	LOC	total	CHN	LOC
Q1	I feel that my manager trusts me and cares about me	5.93	5.80	6.29	5.75	5.80	5.57	5.86	6.07	5.22
Q3	My supervisor takes different views into consideration	5.71	5.75	5.57	5.54	5.70	5.00	5.88	5.86	6.00
Q8	I have a trustful communication and relation with my supervisor	6.11	6.10	6.14	5.64	5.65	5.57	5.93	5.93	5.89
Q10	My supervisor cares about my career development	5.54	5.65	5.14	5.32	5.50	4.71	5.52	5.69	5.00
Q11	I feel empowered to take action and make an impact in my role	5.96	5.95	6.00	5.71	5.85	5.29	5.64	5.86	4.78
LSI Mean		5.85	5.85	5.83	5.59	5.70	5.23	5.77	5.88	5.38
Q15	I believe that the leadership style has an impact on the team performance	6.29	6.15	6.57				6.10	6.03	6.33

Table A-3 Project 1 – Leadership style development

Project 1 – Team Collaboration		March 2015 (Post)			March 2015 on June 2014 (Retro-Pre)			June 2014 (Pre)		
#	Question	total	CHN	LOC	total	CHN	LOC	total	CHN	LOC
Q4	My team is open minded, progressive, innovating and improving	6.25	6.20	6.43	5.86	5.95	5.57	5.95	6.21	5.44
Q6	The working climate in my team is healthy and positive	6.25	6.10	6.57	5.79	5.85	5.57	5.79	5.97	5.22
Q7	In my team I find good collaboration between Locals and Chinese	6.00	5.95	6.00	5.43	5.65	4.71	5.62	5.72	5.44
Q9	I have trustful communication and relations within my team across cultures and nationalities	6.14	5.95	6.57	5.82	5.85	5.71	5.81	5.86	5.56
Q12	The team communication is in English	5.82	5.80	5.86	5.54	5.65	5.14	5.74	5.93	5.00
Q14	I think our team is a high performing team	6.11	5.90	6.57	5.71	5.75	5.57	5.88	5.86	5.89
	TCI Mean	6.10	5.98	6.33	5.69	5.78	5.38	5.80	5.93	5.43
Q13	Using a common language on all communication is important for the performance of the team	6.18	6.00	6.57				6.12	6.21	5.78
Q16	I believe that the communication between Chinese and Local colleagues have an impact on the business result of the team	5.89	5.85	6.00				6.10	6.00	6.33

Table A-4 Project 1 – Team collaboration development

Appendix M Survey Analysis Project 2

Project 2 – CSS

Customer Satisfaction Index (CSI) Project 2: Vodafone (VDF) CCS		Post: June 2016		Retro-Pre: June 2016 on August 2015		Pre: August 2015	
		Huawei N=8	VDF N=31	Huawei	VDF	Huawei N=36	VDF N=32
#		Self-view	Other view	Self-view	Other view	Self-view	Other view
1/7	To what extent does the Huawei CCS team communicate in a way that demonstrates Speed, Simplicity and Trust?	5.29	3.50	5.29	3.88	5.48	4.84
2/8	How would you rate the Huawei CCS team's communication with regards to changes in the project plan and the delivery?	5.00	3.58	5.14	4.00	6.00	4.35
3/9	To what extent does the Huawei CCS team have a good cultural fit in sharing values and aligning to establish the best way of working?	5.00	3.81	4.71	3.85	5.16	4.87
4/10	How would you rate the Huawei CCS team performance in listening, learning and reacting to your feedback?	5.29	3.65	4.29	3.96	5.41	4.60
	CSI Mean	5.15	3.64	4.86	3.92	5.35	4.67

Table A-5 Project 2: CSI and corresponding Huawei self-view ; 1. Survey (Pre) and 2. Survey (Post & Retro-Pre)

Project 2 - ICLS

Project 2 - General Satisfaction		June 2016 (Post)	June 2016 on Aug 2015 (Retro-Pre)	August 2015 (Pre)
#	Question	total	total	total
Q1	I feel that my manager trusts me and cares about me	4.71	4.86	5.85
Q2	I think my opinion counts at work	4.14	5.00	5.71
Q3	My supervisor takes different views into consideration	3.29	5.00	5.68
Q4	My team is open minded, progressive, innovating and improving	4.86	5.14	5.56
Q5	I had opportunities to learn and to grow in the past	5.00	5.14	5.74
Q6	The working climate in my team is healthy and positive	4.71	5.00	5.59
	GSI Mean	4.45	5.02	5.69

Table A-6 Project 2 – General Satisfaction development

Project 2 – Leadership performance		June 2016 (Post)	June 2016 on Aug 2015 (Retro-Pre)	August 2015 (Pre)
#	Question	total	total	total
Q1	I feel that my manager trusts me and cares about me	4.71	4.86	5.85
Q3	My supervisor takes different views into consideration	3.29	5.00	5.68
Q8	I have trustful communication and relation with my supervisor	5.29	5.71	5.97
Q10	My supervisor cares about my career development	4.00	4.43	5.03
Q11	I feel empowered to take action and make an impact in my role	4.71	5.29	5.59
LSI Mean		4.40	5.06	5.63
Q15	I believe that that the leadership style has an impact on the team performance	6.29		6.38

Table A-7 Project 2 – Leadership style development

Project 2 – Team Collaboration		June 2016 (Post)	June 2016 on Aug 2015 (Retro-Pre)	August 2015 (Pre)
#	Question	total	total	total
Q4	My team is open minded, progressive, innovating and improving	4.86	5.14	5.56
Q6	The working climate in my team is healthy and positive	4.71	5.00	5.59
Q7	In my team I find good collaboration between Locals and Chinese	5.29	5.43	5.94
Q9	I have trustful communication and relations within my team across cultures and nationalities	5.71	5.71	5.94
Q12	The team communication is in English	5.29	4.86	5.79
Q14	I think our team is a high performing team	5.43	5.71	5.50
TCI Mean		5.22	5.31	5.72
Q13	Using a common language on all communication is important for the performance of the team	6.71		6.29
Q16	I believe that the collaboration between Chinese and Local colleagues have an impact on the business results of the team	6.29		6.32

Table A-8 Project 2 – Team collaboration development

Appendix N Survey Analysis Project 3

Project 3 – CSS

Customer Satisfaction Index (CSI) Project 3: Proximus (PXS) SIMBA Optical		Post: June 2016		Retro-Pre: June 2016 on December 2015		Pre: December 2015	
		Huawei N=7	PXS N=11	Huawei	PXS	Huawei N=16	PXS N=12
#		Self-view	Other view	Self-view	Other view	Self-view	Other view
1/7	To what extent does the Huawei SIMBA Optical team communicate in a way that demonstrates Speed, Simplicity and Trust?	4.57	4.43	3.86	4.21	5.20	4.17
2/8	How would you rate the Huawei SIMBA Optical team's communication with regards to changes in the project plan and the delivery?	3.86	4.79	4.00	4.00	4.87	4.09
3/9	To what extent does the Huawei SIMBA Optical team have a good cultural fit in sharing values and aligning to establish the best way of working?	5.14	4.57	4.71	4.07	5.00	4.36
4/10	How would you rate the Huawei SIMBA Optical team performance in listening, learning and reacting to your feedback?	5.14	4.79	4.57	4.57	5.13	4.64
	CSI Mean	4.68	4.65	4.29	4.21	5.05	4.32

Table A-9 Project 3: CSI and corresponding Huawei self-view ; 1. Survey (Pre) and 2. Survey (Post & Retro-Pre)

Project 3 – ICLS

Project 3 - General Satisfaction		June 2016 (Post)	June 2016 on Aug 2015 (Retro-Pre)	August 2015 (Pre)
#	Question	total	total	total
Q1	I feel that my manager trusts me and cares about me	6.00	5.71	5.86
Q2	I think my opinion counts at work	5.71	5.71	5.75
Q3	My supervisor takes different views into consideration	5.71	5.43	5.75
Q4	My team is open minded, progressive, innovating and improving	5.00	5.14	5.50
Q5	I had opportunities to learn and to grow in the past	6.14	5.57	5.88
Q6	The working climate in my team is healthy and positive	5.29	4.86	5.44
	GSI Mean	5.64	5.40	5.70

Table A-10 Project 3 – General Satisfaction development

Project 3 – Leadership performance		June 2016 (Post)	June 2016 on Aug 2015 (Retro-Pre)	August 2015 (Pre)
#	Question	total	total	total
Q1	I feel that my manager trusts me and cares about me	6.00	5.71	5.86
Q3	My supervisor takes different views into consideration	5.71	5.43	5.75
Q8	I have trustful communication and relation with my supervisor	6.14	6.00	5.81
Q10	My supervisor cares about my career development	4.57	4.86	5.25
Q11	I feel empowered to take action and make an impact in my role	5.57	5.57	5.88
LSI Mean		5.60	5.51	5.71
Q15	I believe that that the leadership style has an impact on the team performance	5.71		6.31

Table A-11 Project 3 – Leadership style development

Project 3 – Team Collaboration		June 2016 (Post)	June 2016 on Aug 2015 (Retro-Pre)	August 2015 (Pre)
#	Question	total	total	total
Q4	My team is open minded, progressive, innovating and improving	5.00	5.14	5.50
Q6	The working climate in my team is healthy and positive	5.29	4.86	5.44
Q7	In my team I find good collaboration between Locals and Chinese	6.00	5.43	5.19
Q9	I have trustful communication and relations within my team across cultures and nationalities	5.86	5.29	5.88
Q12	The team communication is in English	5.43	4.86	5.50
Q14	I think our team is a high performing team	4.86	5.14	5.63
TCI Mean		5.41	5.12	5.52
Q13	Using a common language on all communication is important for the performance of the team	6.57		6.56
Q16	I believe that the collaboration between Chinese and Local colleagues have an impact on the business results of the team	6.29		6.31

Table A-12 Project 3 – Team collaboration development

Appendix O Survey Analysis Project 4

Project 4 – CSS

Customer Satisfaction Index (CSI) Project 4: Proximus (PXS) SIMBA IP		Post: November 2016		Retro-Pre: Nov 2016 on April 2016		Pre: April 2016	
		Huawei N=7	PXS N=7	Huawei	PXS	Huawei N=15	PXS N=12
#		Self-view	Other view	Self-view	Other view	Self-view	Other view
1/7	To what extent does the Huawei SIMBA IP team communicate in a way that demonstrates Speed, Simplicity and Trust?	5.29	4.00	4.57	2.57	4.47	2.75
2/8	How would you rate the Huawei SIMBA IP team's communication with regards to changes in the project plan and the delivery?	5.29	4.14	4.00	2.29	4.40	3.00
3/9	To what extent does the Huawei SIMBA IP team have a good cultural fit in sharing values and aligning to establish the best way of working?	5.57	4.29	4.71	2.43	4.80	2.80
4/10	How would you rate the Huawei SIMBA IP team performance in listening, learning and reacting to your feedback?	5.00	4.86	4.14	2.57	4.93	3.10
	CSI Mean	5.29	4.32	4.36	2.47	4.65	2.91

Table A-13 Project 4: CSS and corresponding Huawei self-view ; 1. Survey (Pre) and 2. Survey (Post&Retro-Pre)

Project 4 – ICLS

Project 4 - General Satisfaction		June 2016 (Post)	June 2016 on Aug 2015 (Retro-Pre)	August 2015 (Pre)
#	Question	total	total	total
Q1	I feel that my manager trusts me and cares about me	5.86	5.57	6.13
Q2	I think my opinion counts at work	6.00	5.29	5.60
Q3	My supervisor takes different views into consideration	6.14	5.29	5.53
Q4	My team is open minded, progressive, innovating and improving	5.71	5.00	5.47
Q5	I had opportunities to learn and to grow in the past	5.86	5.57	6.00
Q6	The working climate in my team is healthy and positive	5.43	5.00	5.40
	GSI Mean	5.83	5.29	5.69

Table A-14 Project 4 – General Satisfaction development

Project 4 – Leadership performance		June 2016 (Post)	June 2016 on Aug 2015 (Retro-Pre)	August 2015 (Pre)
#	Question	total	total	total
Q1	I feel that my manager trusts me and cares about me	5.86	5.57	6.13
Q3	My supervisor takes different views into consideration	6.14	5.29	5.53
Q8	I have trustful communication and relation with my supervisor	6.43	6.00	6.13
Q10	My supervisor cares about my career development	5.29	5.00	5.47
Q11	I feel empowered to take action and make an impact in my role	6.00	5.71	5.40
LSI Mean		5.94	5.51	5.82
Q15	I believe that that the leadership style has an impact on the team performance	6.57		6.13

Table A-15 Project 4 – Leadership style development

Project 4 – Team Collaboration		June 2016 (Post)	June 2016 on Aug 2015 (Retro-Pre)	August 2015 (Pre)
#	Question	total	total	total
Q4	My team is open minded, progressive, innovating and improving	5.71	5.00	5.47
Q6	The working climate in my team is healthy and positive	5.43	5.00	5.40
Q7	In my team I find good collaboration between Locals and Chinese	5.57	4.57	5.53
Q9	I have trustful communication and relations within my team across cultures and nationalities	5.71	5.71	5.67
Q12	The team communication is in English	5.86	5.14	5.13
Q14	I think our team is a high performing team	5.43	4.43	5.60
TCI Mean		5.62	4.98	5.52
Q13	Using a common language on all communication is important for the performance of the team	6.57		6.53
Q16	I believe that the collaboration between Chinese and Local colleagues have an impact on the business results of the team	6.57		6.13

Table A-16 Project 4– Team collaboration development

Appendix P Survey Analysis Project 5

Project 5 – CSS

Customer Satisfaction Index (CSI) Project 5: KPN NGBSS		Post: June 2017		Retro-Pre: June 2017 on January 2017		Pre: January 2017	
		Huawei N=13	KPN N=34	Huawei	KPN	Huawei N=16	KPN N=38
#		Self-view	Other view	Self-view	Other view	Self-view	Other view
1/7	To what extent does the Huawei NGBSS team communicate in a way that demonstrates Speed, Simplicity and Trust?	5.54	4.03	5.00	3.50	5.27	3.74
2/8	How would you rate the Huawei NGBSS team's communication with regards to changes in the project plan and the delivery?	5.08	3.91	5.08	3.68	5.07	3.32
3/9	To what extent does the Huawei NGBSS team have a good cultural fit in sharing values and aligning to establish the best way of working?	5.15	4.15	4.92	3.71	5.07	3.61
4/10	How would you rate the Huawei NGBSS team performance in listening, learning and reacting to your feedback?	5.46	4.29	5.15	4.12	4.87	4.19
	CSI Mean	5.31	4.10	5.04	3.75	5.07	3.72

Table A-17 Project 5: CSI and corresponding Huawei self-view ; 1. Survey (Pre) and 2. Survey (Post&Retro-Pre)

Project 5 – ICLS

Project 5 - General Satisfaction		Post: June 2017	Retro-Pre: June 2017 on Jan 2017	Pre: January 2017
#	Question	total	total	total
Q1	I feel that my manager trusts me and cares about me	6.38	6.08	5.73
Q2	I think my opinion counts at work	6.23	5.92	5.93
Q3	My supervisor takes different views into consideration	6.31	5.85	5.13
Q4	My team is open minded, progressive, innovating and improving	6.08	5.92	6.13
Q5	I had opportunities to learn and to grow in the past	6.31	6.08	5.93
Q6	The working climate in my team is healthy and positive	5.77	5.23	5.33
	GSI Mean	6.18	5.85	5.70

Table A-18 Project 5 – General Satisfaction development

Project 5 – Leadership performance		Post: June 2017	Retro-Pre: June 2017 on Jan 2017	Pre: January 2017
#	Question	total	total	total
Q1	I feel that my manager trusts me and cares about me	6.38	6.08	5.75
Q3	My supervisor takes different views into consideration	6.31	5.85	5.13
Q8	I have trustful communication and relation with my supervisor	6.15	5.85	5.87
Q10	My supervisor cares about my career development	5.54	5.54	5.20
Q11	I feel empowered to take action and make an impact in my role	6.00	5.92	5.73
LSI Mean		6.08	5.85	5.54
Q15	I believe that that the leadership style has an impact on the team performance	6.31		6.27

Table A-19 Project 5 – Leadership style development

Project 5 – Team Collaboration		Post: June 2017	Retro-Pre: June 2017 on Jan 2017	Pre: January 2017
#	Question	total	total	total
Q4	My team is open minded, progressive, innovating and improving	6.08	5.92	6.13
Q6	The working climate in my team is healthy and positive	5.77	5.23	5.33
Q7	In my team I find good collaboration between Locals and Chinese	6.00	5.38	5.87
Q9	I have trustful communication and relations within my team across cultures and nationalities	6.15	5.77	6.13
Q12	The team communication is in English	5.46	5.38	5.67
Q14	I think our team is a high performing team	6.23	5.69	6.07
TCI Mean		5.95	5.56	5.87
Q13	Using a common language on all communication is important for the performance of the team	6.46		6.47
Q16	I believe that the collaboration between Chinese and Local colleagues have an impact on the business results of the team	6.31		6.67

Table A-20 Project 5 – Team collaboration development

Appendix Q Survey Analysis BDaC total programme

BDaC total – Projects 1, 3, 4, 5 - CSS

Customer Satisfaction Index (CSI)		Post		Retro-Pre		Pre	
BDaC complete Projects 1,3,4,5		Huawei N=55	Customer N=65	Huawei	Customer	Huawei N=88	Customer N=70
#		Self-view	Other view	Self-view	Other view	Self-view	Other view
1/7	To what extent does the Huawei team communicate in a way that demonstrates Speed, Simplicity and Trust?	5.38	4.31	4.98	3.63	4.99	3.63
2/8	How would you rate the Huawei team's communication with regards to changes in the project plan and the delivery?	5.13	4.25	4.87	3.58	5.01	3.45
3/9	To what extent does the Huawei team have a good cultural fit in sharing values and aligning to establish the best way of working?	5.47	4.45	4.98	3.66	5.09	3.66
4/10	How would you rate the Huawei team performance in listening, learning and reacting to your feedback?	5.44	4.60	4.91	4.05	5.11	4.08
	CSI Mean	5.36	4.40	4.94	3.73	5.05	3.71

Table A-21 Full BDaC programme: CSI and corresponding Huawei self-view ; 1. Survey (Pre) and 2. Survey (Post & Retro Pre)

BDaC total – Projects 1, 3, 4, 5 - ICLS

BDaC full programme- General Satisfaction		Post	Retro-Pre	Pre
#	Question	total	total	total
Q1	I feel that my manager trusts me and cares about me	6.04	5.80	5.83
Q2	I think my opinion counts at work	5.96	5.82	5.91
Q3	My supervisor takes different views into consideration	5.91	5.56	5.67
Q4	My team is open minded, progressive, innovating and improving	5.98	5.67	5.82
Q5	I had opportunities to learn and to grow in the past	6.11	5.82	5.98
Q6	The working climate in my team is healthy and positive	5.91	5.44	5.58
	GSI Mean	5.99	5.69	5.80

Table A-22 Full BDaC programme– General Satisfaction development

BDaC full programme – Leadership performance		Post	Retro-Pre	Pre
#	Question	total	total	total
Q1	I feel that my manager trusts me and cares about me	6.04	5.80	5.83
Q3	My supervisor takes different views into consideration	5.91	5.56	5.67
Q8	I have trustful communication and relation with my supervisor	6.16	5.78	5.93
Q10	My supervisor cares about my career development	5.38	5.27	5.41
Q11	I feel empowered to take action and make an impact in my role	5.93	5.75	5.66
LSI Mean		5.88	5.63	5.70
Q15	I believe that that the leadership style has an impact on the team performance	6.25		6.17

Table A-23 Full BDaC programme – Leadership style development

BDaC full programme – Team Collaboration		Post	Retro-Pre	Pre
#	Question	total	total	total
Q4	My team is open minded, progressive, innovating and improving	5.98	5.67	5.82
Q6	The working climate in my team is healthy and positive	5.91	5.44	5.58
Q7	In my team I find good collaboration between Locals and Chinese	5.95	5.31	5.57
Q9	I have trustful communication and relations within my team across cultures and nationalities	6.05	5.73	5.85
Q12	The team communication is in English	5.69	5.36	5.58
Q14	I think our team is a high performing team	5.89	5.47	5.82
TCI Mean		5.91	5.50	5.70
Q13	Using a common language on all communication is important for the performance of the team	6.35		6.33
Q16	I believe that the collaboration between Chinese and Local colleagues have an impact on the business results of the team	6.13		6.24

Table A-24 Full BDaC programme – Team collaboration development

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